

State of Vermont Part B State Performance Plan for 2005 - 2010



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DEPARTMENT OF EDUCATION

Student Support Team

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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Following the OSEP Summer Institute, information about the State Performance Plan was shared with interested parties at the Vermont Department of Education (Vermont DOE) and in the field. The plan was discussed at a Vermont Department of Education leadership meeting and a Student Support Team meeting so that Vermont Department of Education staff would be familiar with the requirements and process. Additionally, information about the plan was shared with the directors of the Vermont Parent Information Center (VPIC), the Vermont Superintendents Association (VSA), the Vermont Principals Association (VPA), the Vermont School Boards Association (VSBA), the Vermont Council of Special Education Administrators and members of the Vermont Special Education Advisory Council. Participants in these meetings contributed ideas about the plan and asked questions. Follow up meetings were held with members of all organizations except the Vermont School Boards Association. At the follow up meetings, members were asked to respond to questions about key parts of the SPP.

An overview of the plan was presented at two statewide funding trainings and at several regional special education administrators meetings in October 2005. The trainings were attended by special education administrators, superintendents and business managers from the majority of school districts in the state. Participants at all meetings asked questions and volunteers were recruited to contribute to plan development.

The Vermont Special Education Advisory Council spent two half days, one in October and one in November, working on the plan. Council members responded to a set of critical questions for each indicator and made suggestions for targets and activities.

Small workgroups were formed to draft specific parts of the plan. These will be described in the sections for the relevant indicators.

The completed plan will be posted on the Vermont Department of Education website. Copies will be distributed to members of the Vermont Special Education Advisory Council, the Vermont Council of Special Education Administrators, Vermont Department of Education Part C staff, the Vermont Parent Information Center and others who have been involved in the development process. The SPP Steering Committee will be formed in spring 2006 and will play a key role in overseeing the implementation of the plan.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

Vermont recognizes a regular high school diploma as the sole condition for high school graduation. Students who complete their education with other credentials or with a high school equivalency are 'completers', not high school graduates. This is consistent with the National Center for Education Statistics (NCES), Common Core of Data (CCD) standards.

Graduation requirements for all Vermont high school students are set out in the School Quality Standards. Students may meet graduation requirements in several ways. One is demonstration that the student has attained or exceeded the standards contained in the Vermont Framework or comparable standards as measured by performance based assessments and any additional requirements established by the school board. A second is by successfully completing at least 20 Carnegie units including courses aligned with the Vermont Framework or comparable standards that include four years of English Language Arts, three years of Science, three years of Mathematics, three years of History and Social Sciences, one year of arts, one and one half years of Physical Education and any additional requirements established by the school board. A third option is some combination of the above that demonstrates the student has attained or exceeded the Vermont Framework or comparable standards. In addition, students with limiting disabilities may have individual plans that lead to completion of the graduation requirements. These plans explain any exception to the standard requirements and the alternative requirements the student will meet.

Graduation rates for both special education and regular education students are calculated using the same methodology with data obtained from Vermont's Student Census collection. The calculation used to determine graduation rate is an event rate.

The denominator in the calculation of graduation rates is adjusted enrollment. The adjusted enrollment is the sum of the following students (either special education, regular education or total): (Promoted + Receiving a GED + Not Promoted + School year drop outs + Preceding summer drop outs).

The event graduation rate is simply the number of promoted 12th graders (either special education, regular education, or total) divided by the adjusted enrollment of 12th grade in a given school year.

Baseline Data for FFY 2004 (2004-2005):

Statewide, 80.00 percent of students with IEPs graduated from high school with a regular diploma. This compares to 92.16 percent of *all* youth (inclusive of regular and special education) that graduate from high school with a regular diploma, a 12.16 percent difference. The percentage difference between special education and regular education student graduation rates is 13.84 percent. Table 1.1, below, shows the baseline FFY 2004 data compared to FFY 2003.

Table 1.1: Graduation Rates, FFY 2003 and 2004

Student Type	Total Number of Seniors		Number of Graduating Seniors		Graduation Rate		Percent Change
	2003	2004	2003	2004	2003	2004	2003 – 04
Students with IEPs	709	855	539	684	76.02%	80.00%	+ 3.98%
Students in Regular Education	6,078	6,197	5,619	5,815	92.45%	93.84%	+ 1.39%
Statewide Total	6,787	7,052	6,158	6,499	90.73%	92.16%	+ 1.43%

Discussion of Baseline Data:

As shown in Table 1.1, there is nearly a 4 percent increase in the graduation rate for students with IEPs compared to FFY 2003. This contributes to the 1.43 percent increase in the graduation rate for all youth across the state compared to FFY 2003.

This is only the second year these data are available, making it impossible to identify conclusive long term graduation rate trends. However, the year-over-year comparison provides preliminary evidence suggesting Vermont is beginning to make progress in meeting its goal of increasing the graduation rates of youth with IEPs.

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Although Vermont's overall special education graduation rates may be considered quite high when compared to nationwide rates, past graduation data suggests there is a wide variation among LEAs¹. For example, in the FFY 2003 Annual Performance Report submitted on February 1, 2005, Vermont reported that individual LEA graduation rates vary from 49 percent to 100 percent. To meet the challenge of continuing to raise the overall graduation rates for children with IEPs in the state, Vermont will work to create a system to identify those LEAs facing the most significant graduation rate challenges and work with those LEAs to reduce those challenges. This is discussed in more detail below, in the Improvement Activities, Timelines and Resources section.

Note (February 1, 2008 Revision): The measurable and rigorous target for this indicator for FFY 2006 (and through FFY 2010) has been changed per the instructions provided by OSEP in the FFY 2005 SPP/APR Response Table for this indicator. Specifically, OSEP instructed Vermont to "consider revising its targets to drop the percent of districts and to include only the percent of youth with IEPs graduating with a regular diploma²." Vermont has complied with this request and the appropriate change to the targets are reflected in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2008. Note that the graduation rate targets, as contained in the revised State Performance Plan submitted to OSEP on February 1, 2007, have remained the same; only "percent of districts" language has been dropped. For example, in the previous SPP submitted to OSEP on Feb 1, 2007 the measurable and rigorous target for FFY 2006 read as: "Based on fall 2006 census data, 60% of districts will meet or exceed the state graduation rate of 80% of youth with IEPs graduating with a regular diploma." In this revised SPP, submitted to OSEP on February 1, 2008, the measurable and rigorous target for FFY 2006 simply reads: Based on fall 2006 census data, 80% of youth with IEPs will graduate with a regular diploma.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Based on fall 2005 census data, 60% of districts will meet or exceed the state graduation rate of 80% of youth with IEPs graduating with a regular diploma.
2006 (2006-2007)	Based on fall 2006 census data, 80% of youth with IEPs will graduate with a regular diploma.
2007 (2007-2008)	Based on fall 2007 census data, 80% of youth with IEPs will graduate with a regular diploma.
2008 (2008-2009)	Based on fall 2008 census data, 82% of youth with IEPs will graduate with a regular diploma.
2009 (2009-2010)	Based on fall 2009 census data, 84% of youth with IEPs will graduate with a regular diploma.
2010 (2010-2011)	Based on fall 2010 census data, 85% of youth with IEPs will graduate with a regular diploma.

¹ See http://ies.ed.gov/ncser/pdf/NLTS2_selfdeterm_11_23_05.pdf for one example of nationwide special education graduation rates.

² As of January 2008, the FFY 2005 SPP/APR Response Table is available on the U.S. Department of Education web site at: <http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

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Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) or subtracted (strike-through) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 -2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP with the revised FFY 2005 SPP on February 1, 2008 beginning on page 3. Improvement activities in bold without italics are additions that were made in the previous OSEP approved revision to the SPP submitted on February 1, 2007.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Identify, collect and analyze available data in order to better understand the reasons for the variation in graduation rates among SUs in Vermont. Identify additional data that is needed to understand the variation in graduation rates across SUs in Vermont. Identify state level groups such as the Business Round Table and initiatives such as High Schools on the Move that may impact retention and graduation for youth with IEPs. Identify existing and potential practices that have a positive effect on retention and graduation rates for youth with IEPs. Create a school profile for Student Support Team (SST) consultants and school staff to use as a starting point for planning interventions and initiatives to improve graduation rates. Continue current Building Educational Support for Teachers (BEST) team activities related to retention and graduation. Vermont Special Education Advisory Council reviews format for annual reporting of LEA progress in meeting state targets. Create SPP Steering Committee. Implement technical center application and enrollment procedures for youth with IEPs. Address Alternate Credit Accrual in revision of special education rules. Continue participation in Career Start Steering Committee. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team
2006	<ul style="list-style-type: none"> Analyze FFY 2005 results to determine trends and status of graduation rates for youth with disabilities. Analyze related data such as drop out rates, suspensions and expulsions, transition goals, numbers of students receiving special education beyond typical graduation age, numbers of students with multiyear plans, and assessment results for LEAs with low graduation rates in order to gain a better understanding of factors that may affect graduation and plan targeted technical assistance for these 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team

	<p>LEAs.</p> <ul style="list-style-type: none"> • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review APR results to identify districts with a high proportion of results that are below state targets and meet with district staff to develop a coordinated plan for improvement and technical assistance activities. • SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with low graduation rates. • Incorporate “Best Practices for Retention and Graduation of Students with IEPs” section in Transition Guidelines Manual. • BEST Summer Institute to focus on factors and strategies related to retention and graduation of youth at risk. • State Advisory Council reviews APR and makes recommendations for revisions. • SPP/Focused Monitoring Steering Committee meets twice. • Continue participation in Career Start Steering Committee. • Begin targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. • APR due February 2007 with related public reporting by LEA to follow. 	
2007	<ul style="list-style-type: none"> • Analyze FFY 2006 results to determine trends and status of graduation rates for youth with disabilities. • Analyze related data such as drop out rates, suspensions and expulsions, transition goals, numbers of students receiving special education beyond typical graduation age, numbers of students with multiyear plans, and assessment results for LEAs with low graduation rates in order to gain a better understanding of factors that may affect graduation and plan targeted technical assistance for these LEAs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review APR results to identify districts with a high proportion of results that are 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

	<p>below state targets and meet with district staff to develop a coordinated plan for improvement and technical assistance activities.</p> <ul style="list-style-type: none"> • SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with low graduation rates. • Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. • State Advisory Council reviews APR and makes recommendations for revisions. • SPP/Focused Monitoring Steering Committee meets twice. • Continue targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. • <i>Disseminate information on the transition website and in the SST newsletter about practices and initiatives that impact retention and graduation of students with IEPs.</i> • <i>Work with VTDOE high school transformation team to insure integration of special education in this initiative.</i> • APR due February 2008 with related public reporting by LEA. 	
2008	<ul style="list-style-type: none"> • Analyze FFY 2007 results to determine trends and status of graduation rates for youth with disabilities. • Analyze related data such as drop out rates, suspensions and expulsions, transition goals, numbers of students receiving special education beyond typical graduation age, numbers of students with multiyear plans, and assessment results for LEAs with low graduation rates in order to gain a better understanding of factors that may affect graduation and plan targeted technical assistance for these LEAs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Update identification of existing and potential practices that have a positive effect on retention and graduation rates for youth with IEPs. • Review APR results to identify districts with a high proportion of results that are 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

	<p>below state targets and meet with district staff to develop a coordinated plan for improvement and technical assistance activities.</p> <ul style="list-style-type: none"> • SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with low graduation rates. • Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. • State Advisory Council reviews APR and makes recommendations for revisions. • SPP/Focused Monitoring Steering Committee meets twice. • Continue targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. • APR due February 2009 with related public reporting by LEA. 	
2009	<ul style="list-style-type: none"> • Analyze FFY 2008 results to determine trends and status of graduation rates for youth with disabilities. • Analyze related data such as drop out rates, suspensions and expulsions, transition goals, numbers of students receiving special education beyond typical graduation age, numbers of students with multiyear plans, and assessment results for LEAs with low graduation rates in order to gain a better understanding of factors that may affect graduation and plan targeted technical assistance for these LEAs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review APR results to identify districts with a high proportion of results that are below state targets and meet with district staff to develop a coordinated plan for improvement and technical assistance activities. • SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with low graduation rates. • Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. • State Advisory Council reviews APR and 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

	<ul style="list-style-type: none"> • makes recommendations for revisions. • SPP/Focused Monitoring Steering Committee meets twice. • Collaborate with state level groups and representatives of initiatives that impact retention and graduation of students with IEPs in order to jointly sponsor training, activities or initiatives when appropriate. • APR due February 2010 with related public reporting by LEA. 	
2010	<ul style="list-style-type: none"> • Analyze FFY 2009 results to determine trends and status of graduation rates for youth with disabilities. • Analyze related data such as drop out rates, suspensions and expulsions, transition goals, numbers of students receiving special education beyond typical graduation age, numbers of students with multiyear plans, and assessment results for LEAs with low graduation rates in order to gain a better understanding of factors that may affect graduation and plan targeted technical assistance for these LEAs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review APR results to identify districts with a high proportion of results that are below state targets and meet with district staff to develop a coordinated plan for improvement and technical assistance activities. • SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with low graduation rates. • Review and revise as needed “Best Practices for Retention and Graduation of Students with IEPs” section in Transition Guidelines Manual. • State Advisory Council reviews APR and makes recommendations for revisions. • SPP/Focused Monitoring Steering Committee meets twice. • Collaborate with state level groups and representatives of initiatives that impact retention and graduation of students with IEPs in order to jointly sponsor training, activities or initiatives when appropriate. • APR due February 2011 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See indicator #1

Some activities for these indicators were developed at a meeting with representatives of Vermont Parent Information Center (VPIC) and Vocational Rehabilitation (VR).

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

As with graduation rates, drop out rates for both special education and regular education students are calculated using the same methodology with data from Vermont's Student Census collection. The calculation used to determine drop out rates is an event rate. This calculation is in accordance with the requirements of No Child Left Behind.

A drop out by state and federal definition is an individual student who is not enrolled in an approved educational program and who has not graduated from high school. In Vermont, a student who is absent for more than 10 consecutive school days without authorization is classified as "withdrawn". If a truant officer is unable to verify that the student has transferred to a different school or approved educational program (e.g., home school) before the end of the year, the student is considered a drop out. A summer drop out is a student who completed the previous school year, who was absent for the first 10 days of the current school year, and who does not transfer to a different educational program.

The denominator in the calculation of drop out rates is adjusted enrollment. The adjusted enrollment is the sum of the following students (either special education, regular education or total): (Promoted + Receiving a GED + Not Promoted + School year drop outs + Preceding summer drop outs).

The event drop out rate is the number of drop outs in a particular grade level, divided by the adjusted enrollment for that grade level in a single year.

Baseline Data for FFY 2004 (2004-2005):

Statewide, 4.61 percent of students with IEPs dropped out from grades 9 -12. This compares to 2.81 percent of *all* youth (inclusive of regular and special education) that drop out from grades 9 – 12, a 1.80 percent difference. The percentage difference between special education and regular education student drop out rates is 2.07 percent. Table 2.1, on the next page, shows the baseline FFY 2004 data compared to FFY 2003.

Table 2.1: Drop-out Rates, Grades 9 – 12, FFY 2003 and FFY 2004

Student Type	Total Number of Students		Number of Drop-outs		Drop-out Rate		Percent Change
	2003	2004	2003	2004	2003	2004	2003 – 04
Students with IEPs	3,441	3,800	130	175	3.78%	4.61%	0.83%
Students in Regular Education	25,069	25,854	640	657	2.55%	2.54%	-0.01%
Statewide Total	28,510	29,654	770	832	2.70%	2.81%	0.11%

As shown in Table 2.1, there is a slight increase in drop out rates for students with IEPs in grades 9 – 12 from 3.78 percent to 4.61 percent, an overall increase in drop outs of .83 percent. This slight increase is in contrast to regular education students in grades 9 – 12 whose drop out rate stayed nearly constant, going down less than .1 percent to 2.54 percent from 2.55 percent in FFY 2003.

This is only the second year these data are available, making it difficult to identify conclusive long term drop out rate trends. However, the two years of data suggests that a very positive trend may be emerging in Vermont. While graduation rates increased over 4 percent between FFY 2003 and FFY 2004, there does not appear to be a significant upward trend in drop out rates. This suggests that Vermont may have begun to improve the success of *all* students with IEPs in meeting their graduation goals.

Although Vermont's overall special education drop out rates are quite low when compared to nationwide rates, past drop out data suggests there is a wide variation among LEAs. For example, in the FFY 2003 Annual Performance Report submitted on February 1, 2005, Vermont reported that individual LEA graduation rates vary from 17 percent to 0 percent. To meet the challenge of continuing to reduce drop out rates for children with IEPs in the state, Vermont will work to create a system to identify those LEAs facing the most significant drop out challenges and work with those LEAs to reduce those challenges. This is discussed in more detail below, in the Improvement Activities, Timelines and Resources section.

Note (February 1, 2008 Revision): The measurable and rigorous target for this indicator for FFY 2006 (and through FFY 2010) has been changed per the instructions provided by OSEP in the FFY 2005 SPP/APR Response Table for this indicator. Specifically, OSEP instructed Vermont to "consider revising its targets by eliminating the reference to the percent of districts and to include in its targets only the percent of students with IEPs dropping out."³ Vermont has complied with this request and the appropriate change to the targets are reflected in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2008. Note that the drop-out rate targets, as contained in the revised State Performance Plan submitted to OSEP on February 1, 2007, have remained the same; only "percent of LEAs" language has been eliminated. For example, in the previous SPP submitted to OSEP on Feb 1, 2007 the measurable and rigorous target for FFY 2006 read as: Based on fall 2006 census data, 47% of LEAs will have drop out rates at or below the state rate of 4% or less for grades 9-12." In this revised SPP, submitted to OSEP on February 1, 2008, the measurable and rigorous target for FFY 2006 simply reads: Based on fall 2006 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 4% or less.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Based on fall 2005 census data, 42% of LEAs will have drop out rates at or below the

³ As of January 2008, the FFY 2005 SPP/APR Response Table is available on the U.S. Department of Education web site at: <http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

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	state rate of 4.61% or less for grades 9-12.
2006 (2006-2007)	Based on fall 2006 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 4% or less.
2007 (2007-2008)	Based on fall 2007 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 3.5% or less.
2008 (2008-2009)	Based on fall 2008 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 3% or less.
2009 (2009-2010)	Based on fall 2009 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 3% or less.
2010 (2010-2011)	Based on fall 2010 census data, the drop-out rate for students with IEPs in grades 9 - 12 will be 3% or less.

Improvement Activities/Timelines/Resources:

Note (February 1, 2007 Revision): Improvement activities for this indicator have been added (in bold) beginning in FFY 2006 based on analysis of data and outcomes for the 2005 -2006 school year. This analysis is contained in the FFY 2005 APR submitted to OSEP with the revised FFY 2005 SPP on February 1, 2007 beginning on page 6.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Identify, collect and analyze available data in order to better understand the reasons for the variation in drop out rates among SUs in Vermont. Identify additional data that is needed to understand the variation in drop out rates among SUs in Vermont. Identify state level groups such as the Business Round Table and initiatives such as High Schools on the Move that may impact retention and graduation for youth with IEPs. Identify existing and potential practices that have a positive effect on retention and graduation rates for youth with IEPs. Work with Community High School of Vermont (CHSVT, school operated by Department of Corrections) staff to identify numbers of drop outs who earn high school credits or diplomas at CHSVT. Create a school profile for SST consultants and school staff to use as a starting point for planning interventions and initiatives to improve drop out rates. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team

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	<ul style="list-style-type: none"> Continue current BEST team activities related to retention and graduation. Vermont Special Education Advisory Council reviews format for annual reporting of LEA progress in meeting state targets. Create SPP Steering Committee. Continue participation in Career Start Steering Committee. 	
2006	<ul style="list-style-type: none"> Analyze FFY 2005 results to determine trends and status of drop out rates for youth with disabilities. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. Provide training and coaching to all SST consultants in use of the EDW. BEST consultants provide assistance to schools with high drop out rates for students with emotional disabilities. SST & BEST consultants develop work plan and begin implementation of targeted technical assistance for schools with high drop out rates. Incorporate “Best Practices for Retention and Graduation of Students with IEPs” section in Transition Guidelines Manual. BEST Summer Institute to focus on factors and strategies related to retention and graduation of youth at risk. Collaborate with CHSVT staff to devise a more effective system of obtaining records from LEAs of students with special education history who enter CHSVT. SPP/Focused Monitoring Steering Committee meets twice. Continue participation in Career Start Steering Committee. Begin targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. APR due February 2007 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>
2007	<ul style="list-style-type: none"> Analyze FFY 2006 results to determine trends and status of drop out rates for youth with disabilities. Support implementation of the Part B Interagency Agreement that provides for 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants</p>

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	<p>coordinated service plans for students eligible for services from both education and human services.</p> <ul style="list-style-type: none"> • Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. • Provide training and coaching to all SST consultants in use of the EDW. • BEST consultants provide assistance to schools with high drop out rates for students with emotional disabilities. • Provide training and technical assistance to CHSVT staff as requested. • Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. • SPP/Focused Monitoring steering committee meets twice. • Continue targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. • APR due February 2008 with related public reporting by LEA. 	<p>Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>
2008	<ul style="list-style-type: none"> • Analyze FFY 2007 results to determine trends and status of drop rates for youth with disabilities. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. • Update identification of existing and potential practices that have a positive effect on retention and graduation rates for youth with IEPs. • Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. • Provide training and coaching to all SST consultants in use of the EDW. • BEST consultants provide assistance to schools with high drop out rates for students with emotional disabilities. • Provide training and technical assistance to CHSVT staff as requested. • Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. • SPP/Focused Monitoring Steering Committee meets twice 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

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Vermont

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	<ul style="list-style-type: none"> Continue targeted presentations of best practices research to state level groups and representatives of initiatives that impact retention and graduation of students with IEPs. APR due February 2009 with related public reporting by LEA. 	
2009	<ul style="list-style-type: none"> Analyze FFY 2008 results to determine trends and status of drop out rates for youth with disabilities. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. Provide training and coaching to all SST consultants in use of the EDW. BEST consultants provide assistance to schools with high drop out rates for students with emotional disabilities. Provide training and technical assistance to CHSVT staff as requested. Disseminate Transition Guidelines Manual and provide technical assistance on its use and content. SPP/Focused Monitoring Steering Committee meets twice. Collaborate with state level groups and representatives of initiatives that impact retention and graduation of students with IEPs in order to jointly sponsor training, activities or initiatives when appropriate. APR due February 2010 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>
2010	<ul style="list-style-type: none"> Analyze FFY 2009 results to determine trends and status of drop out rates for youth with disabilities. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Support interdepartmental and legislative initiatives that have a positive effect on keeping students in school. Provide training and coaching to all SST consultants in use of the EDW. BEST consultants provide assistance to schools with high drop out rates for students with emotional disabilities. Provide training and technical assistance to CHSVT staff as requested. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

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	<ul style="list-style-type: none">• Review and revise as needed “Best Practices for Retention and Graduation of Students with IEPs” section in Transition Guidelines Manual.• SPP Steering Committee meets twice.• Collaborate with state level groups and representatives of initiatives that impact retention and graduation of students with IEPs in order to jointly sponsor training, activities or initiatives when appropriate.• APR due February 2011 with related public reporting by LEA.	
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See indicator #1.

Staff from the Standards and Assessment Team assisted in developing the data for this indicator.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

Note (February 1, 2009): The Vermont Department of Education has revised baseline data, targets and improvement activities for this indicator, based on the completion of the U.S. Department of Education approved transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. A detailed explanation of this transition, its' impact on these assessment data, and the need for baseline data, target and improvement activity revisions continues throughout this "Overview of Issue/Description of System or Process" section.

As noted above, the Vermont Department of Education implemented a U.S. Department of Education approved transition plan from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. One impact of this approved transition plan, that met all NCLB requirements, was that during the transition years, AYP results for the disability subgroup, assessment participation and assessment performance results were based on limited grade level information and/or a combination of both the NSRE and NECAP assessments as detailed in this indicator in the FFY 2005 State Performance Plan (SPP), submitted to OSEP on 12/01/2005, the revised FFY 2005 SPP submitted to OSEP on February 1, 2007, the revised SPP submitted to OSEP on February 1, 2008 and the FFY 2005 and FFY 2006 Annual Performance Reports submitted to OSEP on February 1, 2007 and February 1, 2008 respectively. Beginning with the FFY 2007 (July 1, 2007 - June 30, 2008) reporting period, the Vermont Department of Education, for the first time during this State Performance Plan reporting cycle (FFY 2005 - FFY 2010), has complete AYP and assessment information for the disability subgroup based on a single, unified testing program (NECAP) across all applicable grades (3 - 8 and 11). This complete AYP and assessment information for all grades available for FFY 2007 does not compare meaningfully to previous years. Therefore, the Vermont Department of Education has revised its' baseline data, discussion of baseline data, measurable and rigorous targets and improvement activities for this indicator (3a., 3b., and 3c.) in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009. Two key State Performance Plan stakeholder groups, the Vermont Special Education Advisory Council and the Executive Board of the Vermont Council of Special Education Administrators, were provided an opportunity to comment on these revisions during November of 2008 and January of 2009. Performance against the measurable and rigorous targets set for the remaining years of the State Performance Plan reporting cycle (through FFY 2010 [July 1, 2010 - June 30, 2011] based on these FFY 2007 data will be reported beginning in the FFY 2008 (July 1, 2008 - June 30, 2009) Annual Performance Report submitted to OSEP on February 1, 2010.

Additional detail of the transition plan's impact on each data element associated with this indicator (3A., AYP, 3B., participation and 3C., proficiency) follows under each appropriate heading (3A., 3B. and 3C.) in this "Overview of Issue/Description of Process" section.

3A. Vermont's Adequate Yearly Progress Plan (AYP), required under the No Child Left Behind Act (NCLBA), was approved by the U.S. Department of Education on June 2, 2003. A school that does not make AYP for two consecutive years enters school improvement status, which requires schools to take specific actions targeted at improving student achievement in the content areas designated as not making AYP. If an identified school makes AYP two years in a row, they exit school improvement. A school that does not make AYP for four consecutive years enters corrective action status, and the Commissioner of Education recommends actions specific to that school to the State Board of Education.

NCLBA requires that Title I schools that have not made AYP for three or more consecutive years offer opportunities for additional academic instruction to eligible students. These services must be provided outside of the regular school day by a provider on an approved state list found on the Vermont Department of Education web site.

Another part of Vermont AYP determinations, and as required by The No Child Left Behind Act, is that student performance is reported annually by subcategories, including major racial/ethnic categories; students with disabilities; economically disadvantaged students; and students with limited English proficiency. In making determinations of AYP for each of these subcategories a confidence

interval approach is used for reliability, combined with a minimum “n” of an average of 40 students per year in any consecutive two-year span. Gender and migrant students are reported for assessment but not for AYP.

Within the approved AYP determination framework described above, Vermont transitioned to a new state-wide testing program (to the New England Common Assessment Program (NECAP) from the New Standards Reference Exam (NSRE) that began in the fall of 2005 for grades 3 - 8 and was completed for all grades (3 - 8 and 11) during FFY 2007 (July 1, 2007 - June 30, 2008). During the transition period, Adequate Yearly Progress determinations for Vermont schools containing those grades affected by the testing program transition were made using the academic indicator applicable to their grade span: Vermont Developmental Reading Assessment (administered annually to second grade), graduation rate or attendance rate. These approved transitional AYP decisions for FFY 2004 were based on the academic indicators at the all-student level only. Now that the transition to the new testing program is complete for all grades as of FFY 2007, AYP determinations are made based on student assessment participation, student assessment performance and an academic indicator specific to the grade span of an LEA. As a result, FFY 2007 (July 1, 2007 - June 30, 2008), is the first year that AYP determinations fully account for the new testing program; these data will be considered baseline data for this indicator. Measurable and rigorous targets have been set in this revised State Performance Plan submitted to OSEP on February 1, 2009 based on these FFY 2007 (July 1, 2007 - June 30, 2008) baseline data. Performance against these targets will be reported in the FFY 2008 (July 1, 2008 - June 30, 2009) Annual Performance Report submitted to OSEP on February 1, 2010.

3B. and 3C. Beginning in FFY 2007 (July 1, 2007 - June 30, 2008), The New England Common Assessment Program (NECAP) was fully implemented in grades 3 - 8 and 11 for reading and math. These tests measure students' academic knowledge and skills relative to Grade Expectations which were developed by teams of teachers from Vermont, Rhode Island and New Hampshire. Grade Expectations represent the knowledge and skills that students should have achieved by the end of the previous school year (reading and math).

Students' NECAP scores are reported at four levels of academic achievement: Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Results are reported for the following student groupings: All students, gender, racial/ethnic group, disability status (IEP), socio-economic status (SES), English language proficiency (LEP), and migrant students.

As described above, the transition to the NECAP testing program was completed for grades 3 - 8 and 11 during FFY 2007 (July 1, 2007 - June 30, 2008). As a result, FFY 2007 (July 1, 2007 - June 30, 2008), is the first year that the participation and performance results accurately reflect the new testing program; these results do not compare meaningfully to the assessment participation and performance results based on limited grade level information and/or a combination of both the NSRE and NECAP assessments that was available during the years of the transition period. Therefore, these FFY 2007 (July 1, 2007 - June 30, 2008) participation and proficiency data will be considered baseline data for this indicator for the remainder of this State Performance Plan reporting cycle. Measurable and rigorous targets have been set in this revised State Performance Plan submitted to OSEP on February 1, 2009 based on these FFY 2007 (July 1, 2007 - June 30, 2008) baseline data. Performance against these targets will be reported in the FFY 2008 (July 1, 2008 - June 30, 2009) Annual Performance Report submitted to OSEP on February 1, 2010.

Baseline Data for FFY 2007 (2007-2008):

Note (February 1, 2009): Attachment 1, beginning on page 144, titled: “2007 - 2008 Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessment by Content Area, Grade, and Type of Assessment,” contains a summary of these participation and proficiency data (3B. and 3C.) as reported to OSEP on February 1, 2009.

These FFY 2007 (July 1, 2007 - June 30, 2008) baseline data are also presented in the FFY 2007 Annual Performance Report submitted to OSEP on February 1, 2009, beginning on page 8.

3A. 14.89%, or 7 of 47 districts that have a disability subgroup that met Vermont's minimum “n” size requirements, met the State's Annual Yearly Progress (AYP) objectives for progress for the disability

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subgroup. There were 191 town districts for which no decision was made on the disability subgroup because the minimum “n” size was not met.

3B. Vermont children with IEPs in grades 3 - 8 and 11 had an overall participation rate of 96.23% on the Math assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Vermont children with IEPs in grades 3 - 8 and 11 had an overall participation rate of 96.37% on the on the Reading assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Table 3.1: Participation Rates for Children with IEPs

Table 3.1, below, contains a summary of these participation rates.

Subject Area and Grade Level	Test Name	3B.b.: Regular Assessment w/ NO Accommodations	3B.c.: Regular Assessment w/ Accommodations	3B.d.: Alternate Assessment Against Grade Level*	3B.e.: Alternate Assessment Against Alternate Achievement	Total Number of Participants (3Bb. + 3Bc. + 3Bd. + 3Be.)	3B.a.: Total Number of Children w/IEPs	3B. Overall Participation Rate ((3Bb. + 3Bc. + 3Bd. + 3Be.)/3Ba.)
Math								
3	NECAP	177	420	0	46	643	664	96.84%
4	NECAP	178	498	0	64	740	754	98.14%
5	NECAP	217	619	0	69	905	924	97.94%
6	NECAP	252	574	0	72	898	919	97.71%
7	NECAP	275	652	0	65	992	1012	98.02%
8	NECAP	301	623	0	69	993	1023	97.07%
11	NECAP	332	479	0	60	871	983	88.61%
Totals		1732	3865	0	445	6042	6279	96.23%
Reading								
3	NECAP	183	404	0	46	633	664	95.33%
4	NECAP	197	478	0	65	740	755	98.01%
5	NECAP	245	592	0	70	907	926	97.95%
6	NECAP	273	555	0	72	900	916	98.25%
7	NECAP	288	642	0	65	995	1012	98.32%
8	NECAP	311	612	0	70	993	1021	97.26%
11	NECAP	335	496	0	60	891	993	89.73%
Totals		1832	3779	0	448	6059	6287	96.37%

*3B.d. Vermont does not utilize an alternate assessment against grade level standards.

For both Math and Reading assessments, children included in 3B.a. (the total number of children with IEPs in grades assessed) but not included in 3B.b. – 3B.e. fall into one of the following categories:

- Students who did not take any assessment due to absence, parental exemption or other reason (suspension/expulsion, medical condition, family crisis, etc.) and/or;
- Students whose assessment results were invalid.

Table 3.1a., on the next page, contains a summary of students not counted as participants in table 3.1.

Table 3.1a: Children not Accounted for in 3B.b. – 3B.e. Participation Calculations

Subject Area and Grade Level	Test Name	Did Not Take Any Assessment	Assessment Results Were Invalid	Total Non-Participants	Total Number of Children w/IEPs	Non-Participation Rate
Math						
3	NECAP	6	15	21	664	3.16%
4	NECAP	6	8	14	754	1.86%
5	NECAP	12	7	19	924	2.06%
6	NECAP	10	11	21	919	2.29%
7	NECAP	11	9	20	1012	1.98%
8	NECAP	14	16	30	1023	2.93%
11	NECAP	30	82	112	983	11.39%
Totals		89	148	237	6279	3.77%
Reading						
3	NECAP	7	24	31	664	4.67%
4	NECAP	6	9	15	755	1.99%
5	NECAP	11	8	19	926	2.05%
6	NECAP	8	8	16	916	1.75%
7	NECAP	9	8	17	1012	1.68%
8	NECAP	13	15	28	1021	2.74%
11	NECAP	30	72	102	993	10.27%
Totals		84	144	228	6287	3.63%

3C. Vermont children with IEPs in Grades 3 - 8 and 11, when taken together, had an overall proficiency rate of 14.89% on Math assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Vermont children with IEPs in Grades 3 - 8 and 11, when taken together, had an overall proficiency rate of 18.58% on the Reading assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Table 3.2, on the next page, contains a summary of these proficiency rates.

Table 3.2: Proficiency Rates for Children with IEPs

Subject Area and Grade Level	Test Name	3C.b.: Proficient or Above- Regular Assessment w/NO Accommodations	3C.c.: Proficient or Above- Regular Assessment w/ Accommodations	3C.d.: Proficient or Above- Alternate Assessment Against Grade Level*	3C.e.: Proficient or Above- Alternate Assessment Against Alternate Achievement**	Total Number of Proficient Participants (3Bb. + 3Bc. + 3Bd. + 3Be.)	3B.a.: Total Number of Children w/IEPs	3B. Overall Proficiency Rate ($((3Bb. + 3Bc. + 3Bd. + 3Be.) / 3Ba.)$)
Math								
3	NECAP	70	96	0	4	170	664	25.60%
4	NECAP	45	88	0	6	139	754	18.44%
5	NECAP	60	109	0	7	176	924	19.05%
6	NECAP	62	85	0	14	161	919	17.52%
7	NECAP	55	69	0	4	128	1012	12.65%
8	NECAP	52	72	0	7	131	1023	12.81%
11	NECAP	10	10		10	30	983	3.05%
Totals		354	529	0	52	935	6279	14.89%
Reading								
3	NECAP	79	92	0	4	175	664	26.36%
4	NECAP	64	72	0	6	142	755	18.81%
5	NECAP	71	93	0	6	170	926	18.36%
6	NECAP	77	79	0	10	166	916	18.12%
7	NECAP	94	74	0	11	179	1012	17.69%
8	NECAP	99	91	0	11	201	1021	19.69%
11	NECAP	67	60		8	135	993	13.60%
Totals		551	561	0	56	1168	6287	18.58%

*3B.d. Vermont does not utilize an alternate assessment against grade level standards.

For both Math and Reading assessments, children included in 3C.a. (the total number of children with IEPs in grades assessed) but not included in 3C.b. – 3C.e. fall into one of the following categories:

- Students who did not take any assessment due to absence, parental exemption or other reason (suspension/expulsion, medical condition, family crisis, etc.) and/or;
- Students whose assessment results were invalid.
- Student whose assessment results were non-proficient.

Table 3.2a., on the next page, contains a summary of those students not included as proficient in table 3.2.

Table 3.2a: Children not Accounted for in 3C.b. – 3C.e. Proficiency Calculations

Subject Area and Grade Level	Test Name	Did Not Take Any Assessment	Assessment Results Were Invalid	Non-Proficient Participants	Total Non-Proficient Participants & Non-Participants	Total Number of Children w/IEPs	Non-Proficiency/Non-Participant Rate
Math							
3	NECAP	6	15	473	494	664	74.40%
4	NECAP	6	8	601	615	754	81.56%
5	NECAP	12	7	729	748	924	80.95%
6	NECAP	10	11	737	758	919	82.48%
7	NECAP	11	9	864	884	1012	87.35%
8	NECAP	14	16	862	892	1023	87.19%
11	NECAP	30	82	841	953	983	96.95%
Totals		89	148	5107	5344	6279	85.11%
Reading							
3	NECAP	7	24	458	489	664	73.64%
4	NECAP	6	9	598	613	755	81.19%
5	NECAP	11	8	737	756	926	81.64%
6	NECAP	8	8	734	750	916	81.88%
7	NECAP	9	8	816	833	1012	82.31%
8	NECAP	13	15	792	820	1021	80.31%
11	NECAP	30	72	756	858	993	86.40%
Totals		84	144	4891	5119	6287	81.42%

Discussion of Baseline Data:

3A. 14.89%, or 7 of 47 districts that have a disability subgroup that met Vermont's minimum "n" size requirements, met the State's Annual Yearly Progress (AYP) objectives for progress for the disability subgroup. These baseline data clearly indicate a need for substantial improvement. Measurable and rigorous improvement targets, and strategies for improvement, detailed below in the appropriate sections, have been set through FFY 2010 (July 1, 2010 - June 30, 2011) in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009. Performance against these targets will be reported beginning in the FFY 2008 Annual Performance Report submitted to OSEP on February 1, 2010.

3B. Overall Math and Reading participation rates were just over 96%. These baseline participation rates indicate a need for improvement. Measurable and rigorous improvement targets, and strategies for improvement, detailed below in the appropriate sections, have been set through FFY 2010 (July 1, 2010 - June 30, 2011) in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009. Performance against these targets will be reported beginning in the FFY 2008 Annual Performance Report submitted to OSEP on February 1, 2010.

3C. Vermont children with IEPs in Grades 3 - 8 and 11, when taken together, had an overall proficiency rate of 14.89% on Math assessments and 18.58% on the Reading assessments in FFY 2007 (July 1, 2007 - June 30, 2008). These baseline data clearly indicate a need for substantial improvement. Measurable and rigorous improvement targets, and strategies for improvement, detailed below in the appropriate sections, have been set through FFY 2010 (July 1, 2010 - June 30, 2011) in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009. Performance against these targets will be reported beginning in the FFY 2008 Annual Performance Report submitted to OSEP on February 1, 2010.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	Due to the U.S. DOE approved Vermont Department of Education transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years, no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set for FFY 2008 (July 1, 2008 - June 30, 2009) based on the NECAP data received for grades 3 - 8 and 11 during FFY 2007 (July 1, 2007 - June 30, 2008).
2006 (2006-2007)	Due to the U.S. DOE approved Vermont Department of Education transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years, no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set for FFY 2008 (July 1, 2008 - June 30, 2009) based on the NECAP data received for grades 3 - 8 and 11 during FFY 2007 (July 1, 2007 - June 30, 2008).
2007 (2007-2008)	Due to the U.S. DOE approved Vermont Department of Education transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years, no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set for FFY 2008 (July 1, 2008 - June 30, 2009) based on the NECAP data received for grades 3 - 8 and 11 during FFY 2007 (July 1, 2007 - June 30, 2008).
2008 (2008-2009)	<p>3A. 15% of districts that have a disability subgroup meeting Vermont's minimum "n" size requirement will meet the State's Annual Yearly Progress objectives for that subgroup.</p> <p>3B. Math: Participation rates for children with IEPs in grades assessed will be at least 96.5%.</p> <p>3B. Reading: Participation rates for children with IEPs in grades assessed will be at least 96.5%.</p> <p>3C. Math: Proficiency rates for children with IEPs in grades assessed will be at least 15% on state wide math assessments.</p> <p>3C. Reading: Proficiency rates for children with IEPs in grades assessed will be at least 19% on state wide reading assessments.</p>
2009 (2009-2010)	<p>3A. 15% of districts that have a disability subgroup meeting Vermont's minimum "n" size requirement will meet the State's Annual Yearly Progress objectives for that subgroup.</p> <p>3B. Math: Participation rates for children with IEPs in grades assessed will be at least 96.5%.</p> <p>3B. Reading: Participation rates for children with IEPs in grades assessed will be at least 96.5%.</p> <p>3C. Math: Proficiency rates for children with IEPs in grades assessed will be at least 15% on state wide math assessments.</p> <p>3C. Reading: Proficiency rates for children with IEPs in grades assessed will be at least 19% on state wide reading assessments.</p>

2010 (2010-2011)	<p>3A. 18% of districts that have a disability subgroup meeting Vermont's minimum "n" size requirement will meet the State's Annual Yearly Progress objectives for that subgroup.</p> <p>3B. Math: Participation rates for children with IEPs in grades assessed will be at least 98.5%.</p> <p>3B. Reading: Participation rates for children with IEPs in grades assessed will be at least 98.5%.</p> <p>3C. Math: Proficiency rates for children with IEPs in grades assessed will be at least 19% on state wide math assessments.</p> <p>3C. Reading: Proficiency rates for children with IEPs in grades assessed will be at least 24% on state wide reading assessments.</p>
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Improvement Activities/Timelines/Resources:

Note (February 1, 2009): New activities have been added beginning in FFY 2008, noted in bold, italicized text, with quotes, or removed (stricken-through) in response to the new baseline data made available with the full implementation of the New England Common Assessment Program(NECAP) in FFY 2007 (July 1, 2007 - June 30, 2008) and as reported in this revised State Performance Plan. Improvement activities, as completed for this indicator during the assessment program transition period have also been included for reference. Note that activities in non-bolded, non-italicized text, i.e., "normal," were created in the FFY 2005 SPP submitted to OSEP on December 1, 2005. Improvement activities in bold denote revisions to the activities that were made in the revised FFY 2005 SPP submitted to OSEP on February 1, 2007. Improvement activities in bold italics denote revisions to the activities that were made in the revised FFY 2005 SPP submitted to OSEP on February 1, 2008.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Identify successful models and practices for improving achievement of students with IEPs. Identify, collect and analyze relevant data to better understand demographics and practices in Vermont schools where students with IEPs score above or below the state averages on statewide assessments. Research ways to study assessment results of cohorts of students who are currently eligible for special education and who have recently exited special education. Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by SST consultants. Disseminate information and provide training about scientific research based interventions, evidence based practice and peer reviewed research as these relate to students with IEPs. Participate in planning and implementation of a summer institute and follow up activities focused on local assessments, implementation of grade level expectancies and data based instructional decision making for all students. The institute is being jointly 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials Access Center

	<p>sponsored by all divisions of the Vermont Department of Education.</p> <ul style="list-style-type: none"> • Implement SST Tactical Plan, Goal #3, Students having EST or 504 plans, receiving special education or who are state placed will increase performance and reach or exceed Vermont education standards. • Initiate pilot sites for school wide implementation of differentiated instruction in collaboration with the Access Center. • Create SPP steering committee. • Vermont Special Education Advisory Council develops format for annual reporting of LEA progress in meeting state targets. • Collaborate with Vermont Department of Education divisions and representatives of other agencies on initiatives such as cross agency trainings regarding the education of students in poverty that impact achievement of students with IEPs and other NCLBA subgroups. • Contact representatives of groups and initiatives in Vermont that support schools in improving student achievement results. 	
2006	<ul style="list-style-type: none"> • Analyze results of New England Common Assessment Program to identify trends and changes for students with IEPs. Modify targets and activities of SPP as needed. • Begin cohort studies. • Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by Student Support Team consultants. • Continue training and technical assistance in collaboration with other Vermont Department of Education divisions that focuses on improving achievement of students with IEPs and other NCLBA subgroups. • Implement SST Tactical Plan, Goal #3, Students having EST or 504 plans, receiving special education or who are state placed will increase performance and reach or exceed Vermont education standards. • Continue support for pilot sites for school wide implementation of differentiated instruction in collaboration with the Access Center. • Develop and disseminate information about successful models and practices for improving achievement of students with IEPs. • Provide targeted training for schools with state wide assessment results for students with IEPs that are lower than state averages. • SPP steering committee meets twice. • Convene annual statewide “think tank” of representatives of groups working to improve 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials Access Center</p>

	<p>achievement results for students with IEPs and other NCLBA subgroups to share successful strategies, best practices and future plans.</p> <ul style="list-style-type: none"> • APR due February 2007 with related public reporting by LEA. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • Analyze assessment results for students with IEPs for the various Vermont Department of Education pilot and disseminate information about promising practices. • Initiate a study group for SST consultants on programs and practices that improve achievement results for all NCLB subgroups. • Support implementation of the adolescent literacy white paper recommendations. • Support Vermont Department of Education cross division initiatives to improve achievement results. • Provide targeted training and technical assistance to schools with proficiency rates for students with IEPs that are lower than SPP targets. 	
2007	<ul style="list-style-type: none"> • Analyze results of New England Common Assessment Program to identify trends and changes for students with IEPs. Modify targets and activities of SPP as needed. • Continue cohort studies. • Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by Student Support Team consultants. • Continue training and technical assistance in collaboration with other Vermont Department of Education divisions that focuses on improving achievement of students with IEPs and other NCLBA subgroups. • Implement SST Tactical Plan, Goal #3, Students having EST or 504 plans, receiving special education or who are state placed will increase performance and reach or exceed Vermont education standards. • Continue support for pilot sites for school wide implementation of differentiated instruction in collaboration with the Access Center. • Develop and disseminate information about successful models and practices for improving achievement of students with IEPs. • Provide targeted training for schools with state wide assessment results for students with IEPs that are lower than state averages. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials Access Center <i>The Student Support Team Director and Assistant Director; the Standards and Assessment Division Director and Assistant Director.</i></p>

	<ul style="list-style-type: none"> • SPP steering committee meets twice. • Create a senior level interdepartmental team to coordinate Vermont DOE training efforts aimed at addressing the achievement gap for all subgroups. • Plan annual cross-division meeting to review and analyze assessment data with goal of coordinating and improving Vermont DOE training efforts. • Convene annual statewide “think tank” of representatives of groups working to improve achievement results for students with IEPs and other NCLBA subgroups to share successful strategies, best practices and future plans. • APR due February 2008 with related public reporting by LEA. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • Implement State Improvement Grant (SIG) supported projects aimed at improving achievement of students with disabilities. • Disseminate information about promising practices for improving achievement results based on the work of the pilot projects and study group. • Support implementation of the adolescent literacy white paper recommendations. • Support Vermont Department of Education cross division initiatives to improve achievement results. • Provide targeted training and technical assistance to schools with proficiency rates for students with IEPs that are lower than SPP targets. 	
2008	<ul style="list-style-type: none"> • <i>“Gather information to better understand why both participation and performance results are noticeably lower for high school students.”</i> • <i>“Develop a plan to improve participation and performance of students with disabilities for the eleventh grade NECAP in coordination with the Special Education Advisory Council and the Vermont Council of Special Education Administrators.”</i> • <i>“Provide targeted training and technical assistance to schools in collaboration with the school improvement coordinators to schools that are identified as not making AYP for the students with disabilities subgroup.”</i> • Analyze results of New England Common Assessment Program to identify trends and changes for students with IEPs. Modify 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p> <p><i>The Student Support Team Director and Assistant Director; the Standards and Assessment Division Director and Assistant Director.</i></p>

	<ul style="list-style-type: none"> • targets and activities of SPP as needed. • Continue cohort studies. • Review and update successful models and practices information. • Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by Student Support Team consultants. • Continue training and technical assistance in collaboration with other Vermont Department of Education divisions that focuses on improving achievement of students with IEPs and other NCLBA subgroups. • Utilize a senior level interdepartmental team to coordinate Vermont DOE training efforts aimed at addressing the achievement gap for all subgroups. • Plan annual cross-division meeting to review and analyze assessment data with goal of coordinating and improving Vermont DOE training efforts. • Convene annual statewide “think tank” of representatives of groups working to improve achievement results for students with IEPs and other NCLBA subgroups to share successful strategies, best practices and future plans. • APR due February 2009 with related public reporting by LEA. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • Implement State Improvement Grant (SIG) supported projects aimed at improving achievement of students with disabilities. • Establish a web based resource for promising practices for improving achievement results for all NCLB subgroups. • Support implementation of the adolescent literacy white paper recommendations. • Support Vermont Department of Education cross division initiatives to improve achievement results. 	
2009	<ul style="list-style-type: none"> • “Begin implementation of the plan to improve participation and performance of students with disabilities for the eleventh grade NECAP.” • “Provide targeted training and technical assistance in collaboration with the school improvement coordinators to schools that are identified as not making AYP for the students with disabilities subgroup.” • Analyze results of New England Common Assessment Program to identify trends and 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials The Student Support Team</p>

	<p>changes for students with IEPs. Modify targets and activities of SPP as needed.</p> <ul style="list-style-type: none"> • Continue cohort studies. • Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by Student Support Team consultants. • Continue training and technical assistance in collaboration with other Vermont Department of Education divisions that focuses on improving achievement of students with IEPs and other NCLBA subgroups. • Implement SST Tactical Plan, Goal #3, Students having EST or 504 plans, receiving special education or who are state placed will increase performance and reach or exceed Vermont education standards. • Develop and disseminate information about successful models and practices for improving achievement of students with IEPs. • Provide targeted training for schools with state wide assessment results for students with IEPs that are lower than state averages. • SPP steering committee meets twice. • Utilize a senior level interdepartmental team to coordinate Vermont DOE training efforts aimed at addressing the achievement gap for all subgroups. • Plan annual cross-division meeting to review and analyze assessment data with goal of coordinating and improving Vermont DOE training efforts. • Convene annual statewide “think tank” of representatives of groups working to improve achievement results for students with IEPs and other NCLBA subgroups to share successful strategies, best practices and future plans. • APR due February 2010 with related public reporting by LEA. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • Implement State Improvement Grant (SIG) supported projects aimed at improving achievement of students with disabilities. • Update and maintain a web based resource for promising practices for improving achievement results for all NCLB subgroups. • Support implementation of the adolescent literacy white paper recommendations. • Support Vermont Department of Education cross division initiatives to improve achievement results. 	<p><i>Director and Assistant Director; the Standards and Assessment Division Director and Assistant Director.</i></p>
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2010	<ul style="list-style-type: none"> • <i>“Continue implementation of the plan to improve participation and performance of students with disabilities for the eleventh grade NECAP. Revise plan as necessary.”</i> • <i>“Provide targeted training and technical assistance in collaboration with the school improvement coordinators to schools that are identified as not making AYP for the students with disabilities subgroup.”</i> • Analyze results of New England Common Assessment Program to identify trends and changes for students with IEPs. Modify targets and activities of SPP as needed. • Continue cohort studies. • Incorporate assessment data on performance of students with IEPs in all relevant trainings and technical assistance by Student Support Team consultants. • Continue training and technical assistance in collaboration with other Vermont Department of Education divisions that focuses on improving achievement of students with IEPs and other NCLBA subgroups. • Implement SST Tactical Plan, Goal #3, Students having EST or 504 plans, receiving special education or who are state placed will increase performance and reach or exceed Vermont education standards. • Develop and disseminate information about successful models and practices for improving achievement of students with IEPs. • Provide targeted training for schools with state wide assessment results for students with IEPs that are lower than state averages. • SPP steering committee meets twice. • <i>Utilize a senior level interdepartmental team to coordinate Vermont DOE training efforts aimed at addressing the achievement gap for all subgroups.</i> • <i>Plan annual cross-division meeting to review and analyze assessment data with goal of coordinating and improving Vermont DOE training efforts.</i> • Convene annual statewide “think tank” of representatives of groups working to improve achievement results for students with IEPs and other NCLBA subgroups to share successful strategies, best practices and future plans. • APR due February 2010 with related public reporting by LEA. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • Implement State Improvement Grant (SIG) 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p> <p><i>The Student Support Team Director and Assistant Director; the Standards and Assessment Division Director and Assistant Director.</i></p>
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	<p>supported projects aimed at improving achievement of students with disabilities.</p> <ul style="list-style-type: none">• Establish a web based resource for promising practices for improving achievement results for all NCLB subgroups.• Support implementation of the adolescent literacy white paper recommendations.• Support Vermont Department of Education cross division initiatives to improve achievement results.	
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

Vermont continues to gather special education suspension and expulsion information through its Safe and Healthy School data collection. In its third year as of FFY 2004, the number of LEAs completing the collection with greater accuracy and reliability continues to increase.

LEAs are required to report only the suspension and expulsion incidents greater than 10 days for children receiving special education services. As a result, comparisons between the rates of expulsion/suspension for special education and regular education students are not possible. However, the data collection does allow for the calculation and comparison of the *rate* of suspension/expulsion greater than ten days for children with disabilities among each LEA (4A.) and for the calculation and comparison of LEAs of the rate of suspension/expulsion greater than 10 days by race/ethnicity.

4A. Note (February 1, 2007 Revision): *the definition of a significant discrepancy used for this indicator has been revised to allow for a more meaningful method of identifying LEAs with potential problems. For a complete discussion of this change, please see the section titled "Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005" beginning on page 18 of the FFY 2005 Annual Performance Report submitted to OSEP on February 1, 2007 with the revised FFY 2005 State Performance Plan.*

Significant Discrepancy Definition Overview: To determine if significant discrepancies are occurring among the LEAs and to meet the requirements of 20 U.S.C. 1412(a)(22), The State of Vermont Department of Education Student Support Team determined that a significant discrepancy for any individual LEA would be defined as any LEA that has a rate of suspension/expulsions greater than ten days that is more than 3 percent of that LEA's total special education population The

suspension/expulsion rate is derived from dividing the total number of suspension/expulsions >10 days for special education students in an LEA into the total number of special education students in the LEA.

4B. Note (February 1, 2008 Revision): *Per the instructions to Vermont and other states contained in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet for FFY 2006 (2006 - 2007), and in the Vermont Part B SPP/APR Response Table from FFY 2005 (2005 - 2006) prepared by the U.S. Department of Education Office of Special Education Programs, Vermont is no longer reporting baseline data, annual target data, or measurements for this indicator. Subsequent reporting in Annual Performance Reports and any additional State Performance Plan revisions on this indicator will be made according to OSEP instructions as they are made available.*

Baseline Data for FFY 2004:

4A. Note: *These data reported here for FFY 2004 are based on the revised definition of “significant discrepancy contained in this FFY 2005 revised State Performance Plan. For a complete discussion of this change, please see the section titled “Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005” beginning on page 18 of the FFY 2005 Annual Performance Report submitted to OSEP on February 1, 2007*

In FFY 2004, 0 of 60 or 0 percent of LEAs in Vermont have been identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

4B. Note: *Per the instructions to Vermont and other states contained in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet for FFY 2006 (2006 - 2007), and in the Vermont Part B SPP/APR Response Table from FFY 2005 (2005 - 2006) prepared by the U.S. Department of Education Office of Special Education Programs, Vermont is no longer reporting baseline data, annual target data, or measurements for this indicator⁴. Subsequent reporting in Annual Performance Reports and any additional State Performance Plan revisions on this indicator will be made according to OSEP instructions as they are made available.*

Discussion of Baseline Data:

4A. There were no LEAs that had rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year that exceeded 3 percent.

34 of Vermont's 60 reporting LEAs reported *no* suspensions or expulsions greater than 10 days. And, of the 26 LEAs that reported suspensions or expulsions exceeding 10 days, the rate of expulsion/suspension averaged only .84% and there were no suspension/expulsion rates that exceeded 2.5%.

4B. Note (February 1, 2008 Revision): *Per the instructions to Vermont and other states contained in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet for FFY 2006 (2006 - 2007), and in the Vermont Part B SPP/APR Response Table from FFY 2005 (2005 - 2006) prepared by the U.S. Department of Education Office of Special Education Programs, Vermont is no longer reporting baseline data, annual target data, or measurements for this indicator⁵. Therefore, the measurable and rigorous targets for 4B. have been removed in this revised SPP submitted to OSEP on February 1, 2008. Subsequent reporting in Annual Performance Reports and any additional State Performance Plan revisions on this indicator will be made according to OSEP instructions as they are made available.*

⁴ As of January 2008, the FFY 2005 SPP/APR Response Table is available on the U.S. Department of Education web site at: <http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

⁵ *ibid*

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. This was a new indicator in FFY 2005; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005.</p>
2006 (2006-2007)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2006 - 2007, Vermont is not reporting targets for this indicator.</p>
2007 (2007-2008)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2006 - 2007, Vermont is not reporting targets for this indicator.</p>
2008 (2008-2009)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2006 - 2007, Vermont is not reporting targets for this indicator.</p>
2009 (2009-2010)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2006 - 2007, Vermont is not reporting targets for this indicator.</p>
2010 (2010-2011)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2006 - 2007, Vermont is not reporting targets for this indicator.</p>

Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 -2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP with the revised FFY 2005 SPP on February 1, 2008 beginning on page 17. Improvement activities in bold without italics are additions that were made in the previous OSEP approved revision to the SPP submitted on February

SPP Template – Part B (3)

Vermont

Revision Date: February 1, 2009

1, 2007. A full explanation of these February 1, 2007 revisions may be found on page 18 of the FFY APR.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Identify, collect and analyze available data in order to better understand the reasons for the variation in suspension and expulsion rates among SUs in Vermont Identify additional data that is needed to understand the variation in suspension and expulsion rates across SUs in Vermont. Review and revise as necessary data collection software. Identify existing and potential practices that reduce suspensions and expulsions for children youth with IEPs and related needs identified in school climate surveys. Create a school profile for SST consultants and school staff to use as a starting point for planning interventions and initiatives to reduce suspensions and expulsions of children and youth with IEPs Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. Continue current BEST team activities related to creating positive school climates, positive behavior supports and effective school wide discipline systems. Provide BEST support for graduate coursework in emotional/behavioral disabilities. Provide training and technical assistance to Vermont's alternative programs. BEST Summer Institute Create SPP steering committee. State Advisory Council develops format for annual reporting of LEA progress in meeting state targets. Revise BEST grant process. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team BEST grants to schools Meeting space, food, materials, etc.</p>
2006	<ul style="list-style-type: none"> Analyze FFY 2005 results to determine trends and status suspension and expulsion rates for children and youth with disabilities. Monitor suspension and expulsion data for districts with more than 10 racially or ethnically diverse students with IEPs. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food,</p>

	<p>eligible for services from both education and human services.</p> <ul style="list-style-type: none"> • Review and revise as necessary data collection software. • Develop system for measuring effectiveness of BEST activities and grants • Train SST consultants to use the school profile • Coordinate work of SST & BEST consultants to provide assistance to schools with high suspension and expulsion rates and related needs identified in school climate surveys. • Provide BEST support for graduate coursework in emotional/behavioral disabilities. • Establish consortium of alternative education programs. • Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. • Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. • BEST Summer Institute to focus on factors and strategies related to retention and graduation of youth at risk • SPP Steering Committee meets twice • APR due February 2007 with related public reporting by LEA. • State Advisory Council reviews APR and makes recommendations for revisions. 	<p>materials BEST Team</p>
2007	<ul style="list-style-type: none"> • Analyze FFY 2006 results to determine trends and status of suspension and expulsion rates for children and youth with disabilities. • Monitor suspension and expulsion data for districts with more than 10 racially or ethnically diverse students with IEPs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review and revise as necessary data collection software. • Coordinate work of SST & BEST consultants to provide assistance to schools with high rates of suspension and expulsion for children and youth with IEPs. • Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs and related needs identified in school climate surveys. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

	<ul style="list-style-type: none"> • Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. • BEST Summer Institute. • SPP Steering Committee meets twice. • APR due February 2008 with related public reporting by LEA. • State Advisory Council reviews APR and makes recommendations for revisions. • <i>Future review of LEAs with significant discrepancies in suspensions and expulsions of students with IEPs will include the following components:</i> <ul style="list-style-type: none"> ○ <i>Assignment of a special education, BEST or monitoring consultant to identify specific areas where improvement is need and coordinate efforts of additional SST consultants in providing training and technical assistance.</i> ○ <i>A self-review of current discipline policies, procedures and practices as a basis for developing an improvement plan with the assigned consultant.</i> ○ <i>For schools not already involved in the PBIS initiative, an awareness level training in that framework and the opportunity to join the initiative.</i> ○ <i>If IEP development and compliance with IDEA are identified as issues in the self-review, a monitoring consultant will be assigned to provide technical assistance in these areas.</i> 	
2008	<ul style="list-style-type: none"> • Analyze FFY 2007 results to determine trends and status of significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. • Monitor suspension and expulsion data for districts with more than 10 racially or ethnically diverse students with IEPs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Update identification of existing and potential practices that have a positive effect on suspension and expulsion rates for youth with IEPs and related needs identified in school climate surveys. • Review and revise as necessary data 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

	<ul style="list-style-type: none"> collection software. • Coordinate work of SST & BEST consultants to provide assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. • Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs and related needs identified in school climate surveys. • Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. • BEST Summer Institute. • SPP Steering Committee meets twice. • APR due February 2009 with related public reporting by LEA. • State Advisory Council reviews APR and makes recommendations for revisions. 	
2009	<ul style="list-style-type: none"> • Analyze FFY 2008 results to determine trends and status of significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. • Monitor suspension and expulsion data for districts with more than 10 racially or ethnically diverse students with IEPs. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Review and revise as necessary data collection software. • Coordinate work of SST & BEST consultants to provide assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. • Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs and related needs identified in school climate surveys. • Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. • BEST Summer Institute. • SPP Steering Committee meets twice. • APR due February 20010 with related public reporting by LEA. • State Advisory Council reviews APR and makes recommendations for revisions. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>

2010	<ul style="list-style-type: none"> Analyze FFY 2009 results to determine trends and status of significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. Monitor suspension and expulsion data for districts with more than 10 racially or ethnically diverse students with IEPs. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Review and revise as necessary data collection software. Coordinate work of SST & BEST consultants to provide assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs. Provide targeted technical assistance to schools with significant discrepancies in numbers of suspensions and expulsions for children and youth with IEPs and related needs identified in school climate surveys. Review policies of LEAs with significant discrepancies in the number of suspensions and expulsions and provide technical assistance for any necessary revisions. BEST Summer Institute. SPP Steering Committee meets twice. APR due February 2011 with related public reporting by LEA. State Advisory Council reviews APR and makes recommendations for revisions. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available Grant Monies Printing costs Meeting space, food, materials BEST Team</p>
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs served inside the regular class 80% or more of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs served inside the regular class less than 40% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

Note (February 1, 2008 Revision): Measurement nomenclature for this indicator has been revised in the February 1, 2008 submission to OSEP to reflect naming convention changes that OSEP has made for FFY 2006 to the Child Count Data Collection. The naming convention changes have been made in this revised SPP and in the FFY 2006 APR as appropriate. The changes are as follows:

In the SPP submitted on December 1, 2005, OSEP required that states report in 5A. "the percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day." 5A. has been changed to: "[Report the] percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day." This change reflects the language required by OSEP to be used for this educational environment in the FFY 2006 Child Count Reports.

In the SPP submitted on December 1, 2005, OSEP required that states report in 5B. "the percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day." 5B. has been changed to: "[Report the] percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day." This change reflects the language required by OSEP to be used for this educational environment in the FFY 2006 Child Count Reports.

In the SPP submitted to OSEP on December 1, 2005, OSEP required that states report in 5C. "the percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements." 5C. has been changed to: "[Report the] percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements." This change reflects the language required by OSEP to be used for this educational environment in the FFY 2006 Child Count Reports.

These changes are not substantive in terms of interpreting the information provided for this indicator: In each case for 5A., 5B., and 5C., the information is equivalent across years. For example, for FFY 2004, Vermont reported that “77.2% or 9,557 of the 12,379 children age 6 – 21 were removed from regular class less than 21% of the day.” This could be re-stated using the new OSEP nomenclature as “77.2% or 9,557 of the 12,379 children age 6 – 21 were 21 served inside the regular class 80% or more of the day.” Similarly, for FFY 2004, Vermont reported that “10.53% or 1303 of the 12,379 children age 6 – 21 were removed from regular class greater than 60% of the day.” This could be re-stated using the new OSEP nomenclature as “10.53% or 1303 of the 12,379 children age 6 – 21 were served inside the regular class less than 40% of the day.”

Because of the interchangeable nature of these OSEP required nomenclature changes, this SPP, revised for submission to OSEP on February 1, 2008 and the FFY 2006 APR, also submitted to OSEP on February 1, 2008, have been revised as appropriate to reflect the new nomenclature without further notation of these changes.

To meet IDEA B 618 reporting requirements, Vermont completes counts of students ages 3 through 21 receiving special education and related services under IDEA, Part B on December 1 of each year. Information gathered includes the ages of children receiving services and the settings in which they receive those services.

The Child Count collection is completed electronically, with each LEA submitting a CD of their Child Count to the State of Vermont Department of Education by December 15th of the reporting year ending December 1st. The State of Vermont Data Management and Analysis Team verifies the accuracy of the data from each LEA then compiles the information into one database (the Child Count Database) that is used for the 618 reporting.

The State of Vermont Child Count Database has been used to supply the baseline data for this indicator.

Baseline Data for FFY 2004 (2004-2005):

5A. 77.2% or 9,557 of the 12,379 children age 6 – 21 were served inside the regular class 80% or more of the day, a .24% negative change from FFY 2003.

5B. 10.53% or 1303 of the 12,379 children age 6 – 21 were served inside the regular class less than 40% of the day, 2.65% higher than FFY 2003.

5C. 4.04% or 500 of the 12,379 children age 6 – 21 were served in separate schools, residential facilities, or homebound/hospital placements, 2.2% lower than FFY 2003.

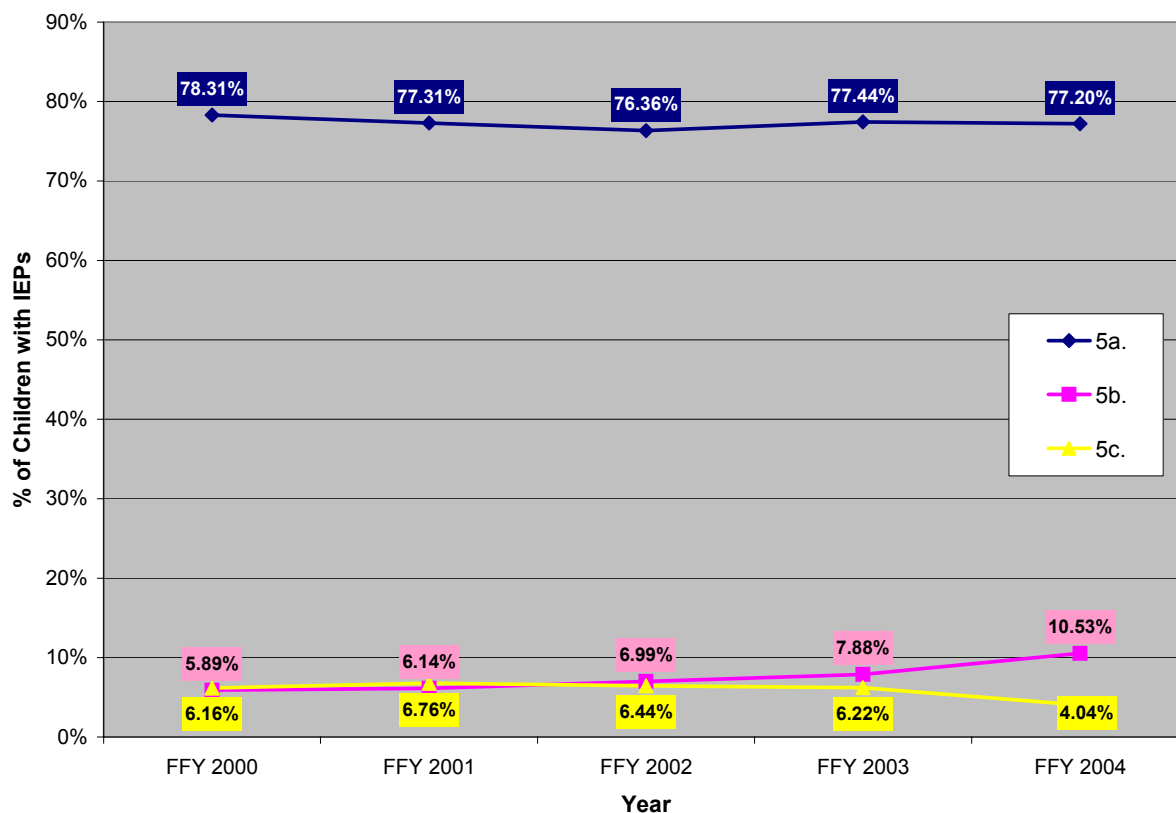
Table 5.1 provides a summary table of these data. The figures do not add to 100% as 8.23% or 1019 of the children with IEPs age 6 – 21 in Vermont in this reporting period were served inside the regular education class no less than 40% of the day, but no more than 79% of the day.

Table 5.1: Percent of Children with IEPs age 6 – 21 by placement

Educational Environment	Count	Total # ages 6-21 with IEP	% of Children in Placement
5a. Inside Regular Class >= 80% of the Day	9557	12379	77.20%
5b. Inside Regular Class < 40% of the Day	1303	12379	10.53%
5c. Separate School, Residential, Homebound or Hospital Placement	500	12379	4.04%

Figure 5.1, on the next page, show these FFY 2004 data in comparison with previous years.

Figure 5.1: Percent of Children with IEPs by Placement by Year

**Discussion of Baseline Data:**

As shown in Figure 5.1, the percentages of children served inside the regular class 80% or more of the day (5a.) has stayed relatively constant, with a range between 78.31% and 77.20% across the years with only minor fluctuations. A trend that appears beginning in FFY 2002 and continues through FFY 2004 is an increase in the percentage of children served inside the regular class less than 40% of the day (5b.). This percentage has increased over 3.5 percent since 2002. The increase in children served inside the regular class less than 40% of the day corresponds to a similar percentage decrease in the number of children with IEPs served in separate schools or residential, homebound or hospital placements (5c.). This indicator has steadily decreased from 6.4 percent in 2002 to 4.04 percent in 2004, a 2.4 percent total decrease.

To increase the number of children in inclusive settings, Vermont will work to identify and target those disability groups that are more prevalent in non-inclusive settings. For example, in FFY 2004, children with an emotional disturbance (ED) comprised 53 percent of the population of children with IEPs in separate school, residential, homebound or hospital placements and over 33 percent of the population of children with IEPs served inside the regular class less than 40% of the day. Through the identification of those disability subgroups comprising a disproportionate number of the IEP population in non-inclusive settings and then working with those subgroups to improve placements, an overall improvement in placements may be achieved.

Note (February 1, 2007 Revision): Revisions have been made to the measurable and rigorous targets for this indicator beginning in FFY 2006 based on analysis of data for the 2005 -2006 school year. The justifications for these revisions are contained in the FFY 2005 APR submitted to OSEP on February 1, 2007 beginning on page 23.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>Percentage of children and youth with IEPs age 6-21 served inside the regular class 80% or more of the day will increase to 80%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day or in segregated settings will decrease to 14% or less.</p>
2006 (2006-2007)	<p>Percentage of children and youth with IEPs age 6-21 served inside the regular class 80% or more of the day will increase to 78%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day will decrease to 8% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 4.04% or less.</p>
2007 (2007-2008)	<p>Percentage of children and youth with IEPs age 6-21 served inside the regular class 80% or more of the day will increase to 78.5%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day will decrease to 7.5% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 4.0% or less.</p>
2008 (2008-2009)	<p>Percentage of children and youth with IEPs age 6-21 who are served inside the regular class 80% or more of the day will increase to 78.5%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day will decrease to 7.5% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 4.0% or less.</p>
2009 (2009-2010)	<p>Percentage of children and youth with IEPs age 6-21 who are served inside the regular class 80% or more of the day will increase to 79%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day will decrease to 7% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 3.85% or less.</p>
2010 (2010-2011)	<p>Percentage of children and youth with IEPs age 6-21 who are served inside the regular class 80% or more of the day will increase to 79%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than</p>

	<p>40% of the day will decrease to 7% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 3.75% or less.</p>
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Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 - 2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP on February 1, 2008 beginning on page 23.

Note (February 1, 2007 Revision): Improvement activities for this indicator have been added (in bold) beginning in FFY 2006 based on analysis of data and outcomes for the 2005 -2006 school year. This analysis is contained in the FFY 2005 APR submitted to OSEP on February 1, 2007 beginning on page 22.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Review trend data regarding placements by disability category and LEA. Compare Vermont placement data with that from other states. Continue to support Learning Disability Lab Schools at Vermont middle and high schools. Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. Implement SST Tactical Plan, Goal #2, General education will increase capacity to effectively support diverse learners including students with IEPs and Goal #5, Students in residential placements have IEP Team developed and reviewed reintegration goals. Produce Autism White Paper in collaboration with Agency of Human Services. Collaborate with Vermont Autism Society in producing Autism Toolkit. Provide training for trainers in evidence based strategies for students with autism. Provide training and technical assistance in educating students with low incidence disabilities through the State supported I-Team, consultants for the blind and visually impaired and consultants for the deaf and hard of hearing. Continue support for Language Learning Disabilities graduate program. Provide BEST support for graduate coursework in emotional/behavioral disabilities. Initiate SIG supported graduate coursework in 	<p>Designated staff</p> <p>Education Data Warehouse</p> <p>State Advisory Council</p> <p>Stakeholder input</p> <p>Supporting TA&D resources</p> <p>IDEA B Discretionary Grants</p> <p>SIG Grant</p> <p>BEST Grants</p> <p>Available grant monies</p> <p>Printing costs</p> <p>Meeting space, food, materials</p> <p>BEST Team</p> <p>Residential Review Team</p> <p>State Interdisciplinary Team (I-Team)</p> <p>Consultants for the Deaf and Hard of Hearing</p> <p>Consultants for the Blind and Visually Impaired</p>

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	<ul style="list-style-type: none"> intensive special needs. Residential Review Team provides technical assistance to IEP Teams regarding residential and other high cost placements. Educational Support System consultants provide training and technical assistance in systems and strategies for developing school based support systems for all learners. BEST Summer Institute. Vermont Special Education Advisory Council develops format for annual reporting of LEA progress in meeting state targets. Create SPP Steering Committee. 	
2006	<ul style="list-style-type: none"> Analyze FFY 2005 results to determine trends in placements by disability category and LEA for children with IEPs age 6-21. Analyze data for students served inside the regular class less than 40% of the day and students in separate schools, residential, homebound or hospital placements to determine what disabilities are represented and identify trends over time in placement by disability. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Collaborate with AHS partners to establish protocols for placements by agency staff of students with IEPs in state custody. Pilot focused monitoring based on LRE indicator in two schools. Disseminate Autism White Paper in collaboration with Agency of Human Services. Collaborate with Vermont Autism Society in disseminating Autism Toolkit. Provide training for trainers in evidence based strategies for students with autism. Collaborate with Autism Task Force and other interested parties to research models and funding for diagnostic and training site for students with autism. Continue to support Learning Disability Lab Schools at Vermont middle and high schools. Provide BEST support for graduate coursework in emotional/behavioral disabilities. Initiate SIG supported graduate coursework in intensive special needs. Provide training and technical assistance in educating students with low incidence disabilities through the State supported I-Team, consultants for the blind and visually impaired and consultants for the deaf and 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants SIG Grant BEST Grants Available grant monies Printing costs Meeting space, food, materials BEST Team Residential Review Team State Interdisciplinary Team (I-Team) Consultants for the Deaf and Hard of Hearing Consultants for the Blind and Visually Impaired</p>

	<ul style="list-style-type: none"> hard of hearing. Residential Review Team provides technical assistance to IEP Teams regarding residential and other high cost placements. Educational Support System consultants provide training and technical assistance in systems and strategies for developing school based support systems for all learners. Provide targeted technical assistance to LEAs with high or increasing numbers of students in more restrictive settings. Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. Implement SST Tactical Plan, Goal #2, General education will increase capacity to effectively support diverse learners including students with IEPs and Goal #5, Students in residential placements have IEP Team developed and reviewed reintegration goals. Provide regional training in evidence based strategies for students with autism. BEST Summer Institute. Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. SPP Steering Committee meets twice. APR due February 2007 with related public reporting by LEA. 	
2007	<ul style="list-style-type: none"> Analyze FFY 2006 results to determine trends in placements by disability category and LEA for children with IEPs age 6-21. Provide targeted technical assistance to schools with high numbers of students served inside the regular class less than 40% of the day and students in separate schools, residential, homebound or hospital placements. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Conduct focused monitoring using LRE as one of the indicators. <i>Work closely with the districts that had the largest shifts between the 2005 and 2006 collections to understand specific reasons for the reported decrease in serving students in less restrictive environments and what steps need to be taken to reverse this trend. This may be incorporated into</i> 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants BEST Grants Available grant monies Printing costs Meeting space, food, materials BEST Team Residential Review Team</p>

	<p><i>the Focused Monitoring process during FFY 2007.</i></p> <ul style="list-style-type: none"> • <i>Provide more guidance to districts on how to calculate and report time inside the regular classroom.</i> • <i>Provide improved reporting functionality within the Vermont Department of Education Child Count application to allow districts more transparency into how their data is reported to OSEP for this indicator.</i> • Collaborate with Autism Task Force and other interested parties to plan for diagnostic and training site for students with autism. • Provide regional training in evidence based strategies for students with autism. • Continue to support Learning Disability Lab Schools at Vermont middle and high schools. • Provide targeted technical assistance to LEAs with high or increasing numbers of students in more restrictive settings. • Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. • Implement SST Tactical Plan, Goal #2, General education will increase capacity to effectively support diverse learners including students with IEPs and Goal #5, Students in residential placements have IEP Team developed and reviewed reintegration goals. • Provide training and technical assistance in educating students with low incidence disabilities through the State supported I-Team, consultants for the blind and visually impaired and consultants for the deaf and hard of hearing. • Residential Review Team provides technical assistance to IEP Teams regarding residential and other high cost placements. • Educational Support System consultants provide training and technical assistance in systems and strategies for developing school based support systems for all learners. • BEST Summer Institute. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2008 with related public reporting by LEA. • <i>Provide opportunities for representative groups of stakeholders to discuss the move to more restrictive placements in</i> 	
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	<p><i>order to better understand whether or not it is beneficial to students.</i></p> <ul style="list-style-type: none"> • <i>Consider ways to make team teaching an allowable expense under Vermont funding rules.</i> • <i>Provide research and best practices information on the comparative benefits to students of more or less inclusive educational placements.</i> • <i>Continue to analyze available data in order to better understand placement trends.</i> 	
2008	<ul style="list-style-type: none"> • Analyze FFY 2007 results to determine trends in placements by disability category and LEA for children with IEPs age 6-21. • Provide targeted technical assistance to schools with high numbers of students served inside the regular class less than 40% of the day and students in separate schools, residential, homebound or hospital placements. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Conduct focused monitoring using LRE as one of the indicators. • Initiate one state wide diagnostic and training site for students with autism. • Provide regional training in evidence based strategies for students with autism. • Continue to support Learning Disability Lab Schools at Vermont middle and high schools. • Provide targeted technical assistance to LEAs with high or increasing numbers of students in more restrictive settings. • Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. • Implement SST Tactical Plan, Goal #2, General education will increase capacity to effectively support diverse learners including students with IEPs and Goal #5, Students in residential placements have IEP Team developed and reviewed reintegration goals. • Provide regional training in evidence based strategies for students with autism. • Provide training and technical assistance in educating students with low incidence disabilities through the State supported I-Team, consultants for the blind and visually impaired and consultants for the deaf and 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants BEST Grants Available grant monies Printing costs Meeting space, food, materials BEST Team Residential Review Team State Interdisciplinary Team (I-Team) Consultants for the Deaf and Hard of Hearing Consultants for the Blind and Visually Impaired</p>

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	<ul style="list-style-type: none"> hard of hearing. Residential Review Team provides technical assistance to IEP Teams regarding residential and other high cost placements. Educational Support System consultants provide training and technical assistance in systems and strategies for developing school based support systems for all learners. BEST Summer Institute. Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. SPP Steering Committee meets twice. APR due February 2009 with related public reporting by LEA. 	
2009	<ul style="list-style-type: none"> Analyze FFY 2008 results to determine trends in placements by disability category and LEA for children with IEPs age 6-21. Provide targeted technical assistance to schools with high numbers of students served inside the regular class less than 40% of the day and students in separate schools, residential, homebound or hospital placements. Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. Conduct focused monitoring using LRE as one of the indicators. Support state wide diagnostic and training site for students with autism. Provide regional training in evidence based strategies for students with autism. Continue to support Learning Disability Lab Schools at Vermont middle and high schools. Provide targeted technical assistance to LEAs with high or increasing numbers of students in more restrictive settings. Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. Implement SST Tactical Plan, Goal #2, General education will increase capacity to effectively support diverse learners including students with IEPs and Goal #5, Students in residential placements have IEP Team developed and reviewed reintegration goals. Provide training and technical assistance in educating students with low incidence disabilities through the State supported I- 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team State Interdisciplinary Team (I-Team) Consultants for the Deaf and Hard of Hearing Consultants for the Blind and Visually Impaired</p>

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	<p>Team, consultants for the blind and visually impaired and consultants for the deaf and hard of hearing.</p> <ul style="list-style-type: none"> • BEST Summer Institute. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2010 with related public reporting by LEA. 	
2010	<ul style="list-style-type: none"> • Analyze FFY 2009 results to determine trends in placements by disability category and LEA for children with IEPs age 6-21 • Provide targeted technical assistance to schools with high numbers of students served inside the regular class less than 40% of the day and students in separate schools, residential, homebound or hospital placements. • Conduct focused monitoring using LRE as one of the indicators. • Support implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services. • Support state wide diagnostic and training site for students with autism. • Provide regional training in evidence based strategies for students with autism. • Continue to support Learning Disability Lab Schools at Vermont middle and high schools. • Provide targeted technical assistance to LEAs with high or increasing numbers of students in more restrictive settings. • Continue BEST team training on functional behavioral assessments, positive behavioral supports, Crisis Prevention and Intervention, Life Space Intervention and other strategies for students with emotional and behavioral challenges. • Provide training and technical assistance in educating students with low incidence disabilities through the State supported I-Team, consultants for the blind and visually impaired and consultants for the deaf and hard of hearing. • Residential Review Team provides technical assistance to IEP Teams regarding residential and other high cost placements. • Educational Support System consultants provide training and technical assistance in systems and strategies for developing school based support systems for all learners. • BEST Summer Institute. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team State Interdisciplinary Team (I-Team) Consultants for the Deaf and Hard of Hearing Consultants for the Blind and Visually Impaired</p>

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	<ul style="list-style-type: none">• Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions.• SPP Steering Committee meets twice.• APR due February 2011 with related public reporting by LEA.	
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator #1.

Targets and activities for this indicator were developed and reviewed by a group that included 618 program coordinators, a special education administrator and a parent of a child receiving 618 services.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

The statewide Essential Early Education program (EEE) coordinates early childhood special education services for children ages 3 through 5. Services are administered by local school districts in conjunction with local early childhood service providers to ensure inclusive educational environments.

To meet IDEA B 618 reporting requirements, Vermont completes counts of students ages 3 through 21 receiving special education and related services under IDEA, Part B on December 1 of each year. Information gathered includes the ages of children receiving services and the settings in which they receive those services.

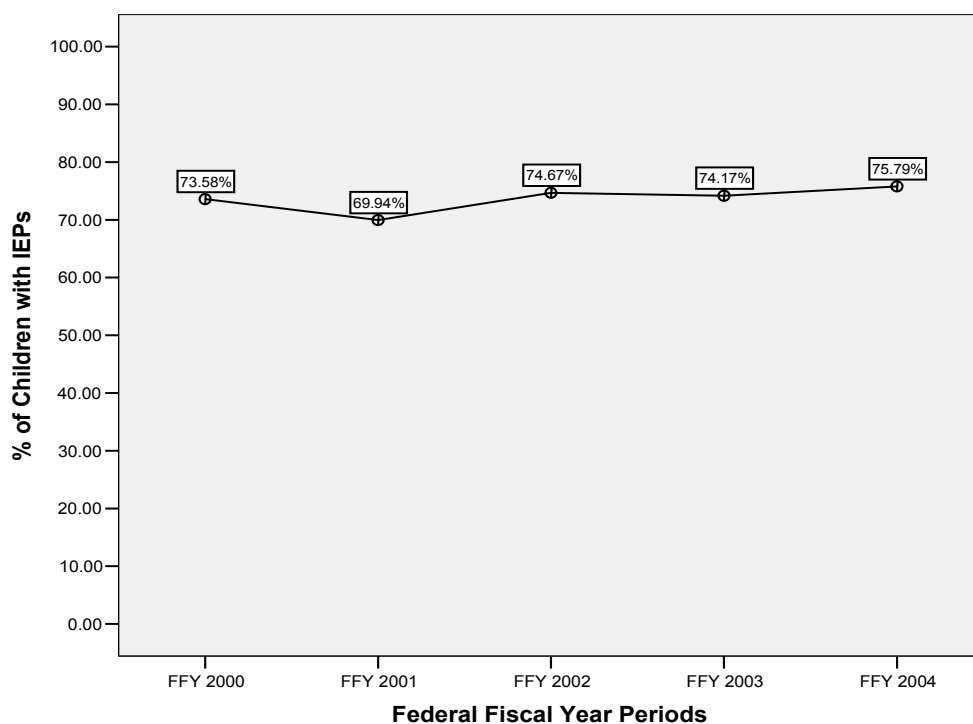
The Child Count collection is completed electronically, with each LEA submitting a CD of their Child Count to the State of Vermont Department of Education by December 15th of the reporting year ending December 1st. The State of Vermont Data Management and Analysis Team verifies the accuracy of the data from each LEA then compiles the information into one database that is used for the 618 reporting.

The State of Vermont Child Count Database has been used to supply the baseline data for this indicator.

Baseline Data for FFY 2004 (2004-2005):

75.59% or 1152 of the total population of 1520 special education preschool children with IEPs received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). Figure 6.1, on the next page, shows the FFY 2004 data in comparison with previous years.

Figure 6.1: Percent of Preschool Children with IEPs in Inclusive Settings

**Discussion of Baseline Data:**

As shown in Figure 6.1, the percentage of preschool children with IEPs in settings with typically developing peers is showing a slight upward trend. The 75.79% of preschool children in settings with typically developing peers reported in FFY 2004 is at least 1.12% higher than any other reporting period and 2.21% higher than FFY 2000. This suggests that Vermont has been progressing in decreasing the number of preschool children placed in non-inclusive settings.

Vermont has a much higher percentage of children in inclusive environments when compared to national data. According to the *Section 619 Profile* compiled by the National Early Childhood Technical Assistance Center (2005), the national average in 2003 for the percentage of children in settings with typically developing peers is 53.23%. As is evident in figure 6.1, the percentage of Vermont children in settings with typically developing peers since 2000 has consistently exceeded the national average by 20 or more percentage points.

Given Vermont's strong belief in the benefits of inclusive environments for both children with disabilities and their typically developing peers, we propose increasing this percentage over the next six years.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 76.29% of the time, a year-over-year increase of 0.5%.
2006 (2006-2007)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 76.99% of the time, a year-over-year increase of 0.7%.

2007 (2007-2008)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 77.99% of the time, a year-over-year increase of 1.0%.
2008 (2008-2009)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 78.99% of the time, a year-over-year increase of 1.0%.
2009 (2009-2010)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 79.99% of the time, a year-over-year increase of 1.0%.
2010 (2010-2011)	Services for preschool children with IEPs will be delivered in settings with typically developing peers 80.49% of the time, a year-over-year increase of 0.5%.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Create a stakeholder group (e.g., educators, parents, related specialist, administrators) specifically to advise the Vermont Department of Education on early childhood special education matters, including strategies for increasing the percentage of children in inclusive settings. Identify and connect with school districts reporting the highest percentages of children in non-inclusive settings. Provide technical assistance on how to decrease the number of children placed in non-inclusive settings to school districts on an individual basis; start with the school districts with the highest percentages of children in non-inclusive environments. Research how school districts are reporting the settings in which children receive services in order to ensure that data are being reported in an accurate and consistent manner. Review and revise instructions (if necessary) sent to school districts on how to report the settings in which children receive services. Ensure <i>sped.com</i> reporting is in line with the definitions of settings used in federal reporting. Provide professional development through the Higher Education Collaborative – Early Childhood and Early Childhood Special Educator (HEC-EC/ECSE) licensure programs in order to increase local capacity to serve children in inclusive settings. 	Designated staff from the Early Education Team Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff
2006	<ul style="list-style-type: none"> Track school district data on non-inclusive settings, and provide appropriate technical 	Designated staff from the Early Education Team

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	<p>assistance to those reporting less than 76% of the children are receiving services in inclusive settings.</p> <ul style="list-style-type: none"> • Research school districts consistently reporting low percentages of children in non-inclusive settings in order to identify contributing factors contributing to successful practices that can be replicated. • Provide professional development to community-based early childhood program staff since the potential to increase the percentage of children in inclusive environments and meet the state's targets is limited by the availability of appropriate community-based options. • Continue offering the HEC – EC/ECSE program in order to increase the number of licensed early childhood and early childhood special educators who will be better able to teach 3 to 5 year olds in more inclusive settings. • Research the possibility of including language that prioritizes establishing inclusive programs in the contracts signed by community-based early childhood programs and school districts that enter into partnerships in order to offer public preschool programs. 	<p>Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff</p>
2007	<ul style="list-style-type: none"> • Meet with Early Education Stakeholder group biannually to review data, technical assistance, and professional development activities. • Continue tracking school districts' progress in decreasing the number of children in non-inclusive settings. • Continue to provide technical assistance to school districts reporting less than 77% of the children are receiving services in inclusive settings. • Begin a new cohort of the HEC – EC/ECSE preparation programs. • Continue providing professional development opportunities on inclusive practices to staff in community-based early childhood programs. 	<p>Designated staff from the Early Education Team Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff</p>
2008	<ul style="list-style-type: none"> • Meet with Early Education Stakeholder group biannually to review data, technical assistance, and professional development activities. • Continue tracking school districts' progress in decreasing the number of children in non-inclusive settings. • Continue to provide technical assistance to school districts reporting less than 78% of the children are receiving services in inclusive settings. • Continue offering the HEC – EC/ECSE 	<p>Designated staff from the Early Education Team Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff</p>

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	<ul style="list-style-type: none"> preparation programs. Continue providing professional development opportunities inclusive practices to staff in community-based early childhood programs. 	
2009	<ul style="list-style-type: none"> Meet with Early Education Stakeholder group biannually to review data, technical assistance, and professional development activities. Continue tracking school districts' progress in decreasing the number of children in non-inclusive settings. Continue to provide technical assistance to school districts reporting less than 80% of the children are receiving services in inclusive settings. Begin a new cohort of the HEC – EC/ECSE preparation programs. Continue providing professional development opportunities inclusive practices to staff in community-based early childhood programs. 	<p>Designated staff from the Early Education Team Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff</p>
2010	<ul style="list-style-type: none"> Meet with Early Education Stakeholder group biannually to review data, technical assistance, and professional development activities. Continue tracking school districts' progress in decreasing the number of children in non-inclusive settings. Continue to provide technical assistance to school districts reporting less than 80% of the children are receiving services in inclusive settings. Begin a new cohort of the HEC – EC/ECSE preparation programs. Continue providing professional development opportunities on inclusive practices to staff in community-based early childhood programs. 	<p>Designated staff from the Early Education Team Early Childhood Stakeholder Group Education Data Warehouse (EDW) staff</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See Indicator # 1.

Staff from the Early Education Workgroup developed the data and content for this indicator.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Note (February 1, 2009 Revision): Note that per U.S. Department of Education Office of Special Education Programs instruction, only progress data from FFY 2007 (July 1, 2007 - June 30, 2008) and improvement activities to cover the remaining years of the State Performance Plan are being reported for this indicator in FFY 2007⁶. These progress data for FFY 2007 are being reported in the section titled: "Baseline Data for FFY 2007 (2007-2008) and are analyzed in the section titled: "Discussion of Baseline Data." The "Measurable and Rigorous Targets" section has been left unpopulated per OSEP instruction. Targets will not be set until February 2010 based on baseline outcomes data from FFY 2008 (July 1, 2008 - June 30, 2009). Activities completed to report progress data for this indicator for FFY 2007 are detailed in the "Improvement Activities/Timelines/Resources" section.

Vermont adopted the 7-point Child Outcomes Summary Form (COSF) scale developed by the Early Childhood Outcomes Center (ECO) in 2005. Given the variety of assessment measures used by early childhood programs across the state, the 7-point summary ratings scale was selected by a

⁶ As of January 2009, OSEP documentation of the instructions for Indicator 7, including memorandum OSEP-11, were available at: <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/417/?3#category3>

stakeholder group as the most appropriate method for the state to use for gathering outcomes data for 3- to 5-year-olds receiving special education services.

Vermont's child outcome measurement system was developed and partially implemented during FFY 2005. *Entry* data were collected for all children between the ages of thirty-six months and fifty-four months who were found eligible for early childhood special education services between July 1, 2005 and June 30, 2006. Children who exited the early childhood special education program during that timeframe or who were transitioning to kindergarten in the fall of 2006 were not included. Entry data were only collected for those children who had received or would receive at least six months of services. The same methodology was implemented during FFY 2007 (July 1, 2007 - June 30, 2008); work continues to fully implement the system in order to collect child outcome exit and progress data.

Implementation of Child Outcomes System

In order to develop Vermont's Child Outcomes System, discussions with a stakeholder group were held on several occasions during the late fall and early winter months of 2005-2006. The first decision the stakeholders made was to adopt the Child Outcomes Summary Form (COSF). Since Vermont rules do not require Essential Early Education (EEE) programs (i.e., Vermont's early childhood special education programs for children 3 through 5 years of age) to use a specific measure to determine children's developmental levels, programs use a variety of assessments. For that reason, the COSF was deemed the most appropriate method for obtaining statewide data on children's developmental levels. The same stakeholder group recommended that Vermont use COSF's full 7-point scale rather than the optional 4-point scale.

The stakeholder group also provided feedback on the implementation of the child outcomes system. It was recommended that the system's policies and procedures build upon current assessment and evaluation practices and timeframes. It was decided that entry data on the three early childhood outcomes would be gathered during each preschooler's initial evaluation. The IEP Team would review all evaluation data, including observations and information provided by parents, and then rate the child's current level of functioning according to the COSF rating scale. For children transitioning from Part C to Part B, the Transition Team was asked to rate the child's development in terms of the three functional outcomes. When a preschooler either transitions to kindergarten or is deemed to no longer need early childhood special education services, the educators and related professionals who have worked with the child would complete the COSF ratings. These outcome data would be reported as exit data for the child.

A full-day statewide training on the COSF was held on March 9, 2006. All EEE educators and related professionals were invited to attend; 59 of Vermont's 61 EEE programs were represented at this meeting. The training session was a hands-on, interactive session in which participants were provided with case studies and then practiced using the COSF ratings. Policies and procedures for completing entry data for children who became eligible for EEE services during July 1, 2005 and June 30, 2006 were disseminated and explained. Technical assistance was continually provided to EEE programs during FFY 2007 (July 1, 2007 - June 30, 2008) to continue the successful implementation of the ECO system.

In order to augment this initial training, the state's EEE and early education consultants provided eight regional "clinics" and met with dozens of practitioners and administrators to review the COSF ratings, provide additional practice, address any concerns, and clarify any confusion. The Individual and Composite Child Outcome forms, a Frequently Asked Questions (FAQ) document, and resource materials were posted on the department's website.

In connection with the child outcomes work, early childhood special educators and related professionals were provided with training on the second edition of the Battelle Developmental Inventory (BDI2). A survey conducted in November 2005 indicated that the BDI was the most frequently used norm-referenced assessment for determining eligibility and monitoring progress. Since the BDI2 includes norms for typically developing children, it can, along with other measures, provide good outcome data. Hence, statewide training on the BDI 2 was provided on March 10, 2006; training continued in FFY 2007 (July 1, 2007 - June 30, 2008) to ensure early childhood

educators and related professionals were able to administer the ECO system assessments effectively.

Data Collection and Analysis

Two forms were developed in order to collect entry child outcomes data. EEE program staff complete an Individual Child Outcome (ICO) form for each child found eligible for early childhood special education services. This form is a modified version of the ECO center's 3-page Child Outcomes Summary Form. The ICO form includes the names and titles of those who helped to determine the ratings, the actual entry and exit data, and any supporting evidence for those data. This form is kept in the child's file.

The second form is a Composite Form that EEE programs first received in early April of 2006. The deadline for submitting the completed composite form to the department was July 15, 2006. Each EEE program received its composite form preloaded with the names, birthdates, and unique identifiers of children in that program. Teams were asked to supply COSF ratings for each child on all three outcome areas. This process was repeated during FFY 2007 (July 1, 2007 - June 30, 2008).

Entry data that was collected for FFY 2005 was input into a spreadsheet application for tracking and analysis; this same application will be used for analyzing exit data. For future years, efforts are being made to include early childhood outcomes data in Vermont's Education Data Warehouse (EDW). The EDW system may provide EEE program staff with a more automated way to analyze outcomes data for each child upon entry and exit in order to determine whether the child has made progress in the three outcome areas.

Baseline Data for FFY 2007 (2007-2008):

This is a new indicator. Although the following are not baseline data, the tables below show progress data for children who exited during the 2007-2008 reporting period, who had both entry and exit data, and who received early childhood special education services for at least six months.

Table 7.1a: Outcome 1 – Positive Social-Emotional Skills

<i>Positive social-emotional skills, including social relationships</i>	Number of children	% of children
a. Percent of preschool children who did not improve functioning	24	4.23
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	24	4.23
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	237	41.80
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	205	36.16
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	77	13.58
Total	567	100

Table 7.1b: Outcome 2 – Acquisition and Use of Knowledge and Skills

<i>Acquisition and use of knowledge and skills (including early language/communication and early literacy)</i>	Number of children	% of children
a. Percent of preschool children who did not improve functioning	25	4.41
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	29	5.11
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	229	40.39
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	231	40.74
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	53	9.35
Total	567	100

Table 7.1c: Outcome 3 – Meet Needs

<i>Use of appropriate behaviors to meet their needs</i>	Number of children	% of children
a. Percent of preschool children who did not improve functioning	26	4.59
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	27	4.76
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	183	32.27
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	216	38.10
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	115	20.28
Total	567	100

Discussion of Baseline Data:

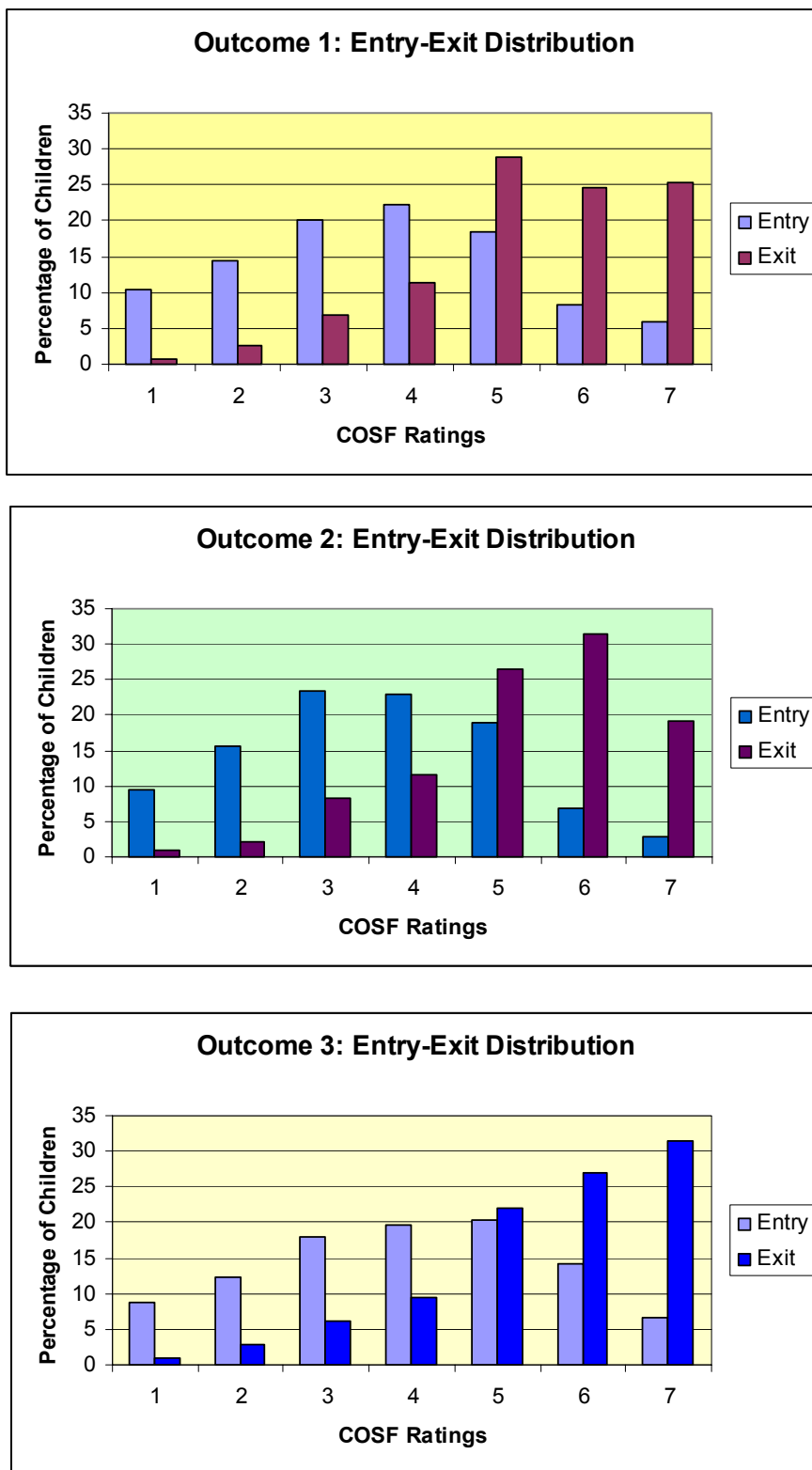
Progress data reported on February 1, 2010 from the 2008 - 2009 school year will be considered baseline data.

The data were analyzed in accordance with ECO guidance on using COSF data to address the five OSEP categories (ECO Center, 9-29-06). A copy of this guidance may be found on the ECO website http://www.fpg.unc.edu/~ECO/pdfs/COSF_to_OSEP_requirements_9-29-06.pdf.

It is apparent from the data reported above that the vast majority of children who exited early childhood special education services during 2007-2008 showed gains in their level of functioning in each of the three outcome areas. The following graphs (figure 7.2) showing a comparison of the differences between the COSF ratings for children upon entry and upon exit present a clear picture of the growth made.

Figure 7.2

Comparison of Entry & Exit COSF Ratings



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Measurable and Rigorous Target:

Per instruction from the U.S. Department of Education Office of Special Education Program, targets will not be set until February 2010 based on baseline outcomes data from FFY 2008.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A
2007 (2007-2008)	N/A
2008 (2008-2009)	N/A
2009 (2009-2010)	N/A
2010 (2010-2011)	N/A

Improvement Activities/Timelines/Resources:

Note (February 1, 2009): A discussion of activities completed during FFY 2007 (July 1, 2007 - June 30, 2008) is contained in the FFY 2007 Annual Performance Report submitted to OSEP on February 1, 2009, beginning on page 28, in the section titled: "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007."

Timelines FFY	Activities	Resources
2006	<ul style="list-style-type: none"> Vermont's child outcome measurement system was developed and partially implemented during FFY 2005. In FFY 2006 system implementation continued with the collection and analysis of progress data for those children for whom entry data was gathered in FFY 2005. New entry data was also gathered for 3 - 5 year old children determined eligible for early childhood special education services for the first time in FFY 2006. These new entry and progress data were gathered using the same processes detailed above in the "Overview of Issue/Description of System or Process" in the sub-section titled "Data Collection and Analysis." Progress data were reported in the revised State Performance Plan submitted to OSEP on February 1, 2008. To continue to improve the validity and reliability 	Early Education Team of the Department of Education

	<p>of the early childhood outcomes data collection and reporting process, two regional training sessions were held in November 2006. All early childhood special educators and related personnel who determine COSF ratings for each child they support, were encouraged to attend these trainings. These sessions were provided as a follow-up to a statewide meeting held in March 2006. The November meetings were designed as hands-on, interactive sessions in which participants were provided with case studies to practice using the COSF ratings for both entry and exit. These sessions proved to be an opportunity for participants to gather more information and to reflect on the data they had provided earlier in the summer.</p>	
2007	<ul style="list-style-type: none"> During FFY 2006 the Vermont legislature passed Act 62, formally establishing publicly funded preschool for 3-5 year olds (note: the practice of using public school funds for preschool has been in effect for over 20 years, but this law formally established the policy). One of the provisions of the law is that all of children in publicly funded preschool programs must be assessed using specific tools the state will identify. In an effort to ensure the reliability and validity of the COSF ratings and decrease the reliance on clinical opinion for arriving at an entry and exit rating, the idea of connecting this state required prekindergarten assessment with the Early Childhood Outcomes emerged. The following activities detail this work: <ul style="list-style-type: none"> Convene a committee representing a broad range of constituents, including early childhood special educators and program directors Propose appropriate assessments all publicly funded preschool programs in Vermont will be required for use with children on IEP's as well as their typically developing peers Review proposed assessments and cross-walks with Vermont Early Learning Standards and the Early Childhood Outcomes Recommend menu of pre-K assessment tools to the commissioner and State Board of Education Create materials showing the connections between the pre-K assessment and COSF ratings 	<p>Individuals representing a broad range of constituents. ECO, NECTAC, Pre-K Assessment Committee</p>
2008	<ul style="list-style-type: none"> Provide professional development on the pre-K assessment options that are required to be used starting September 2008 to early childhood and early childhood special educators and related professionals 	<p>Pre-K Assessment Committee, Essential Early Education (EEE) Advisory Group, Consultants Department of Education</p>

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	<ul style="list-style-type: none">• Provide ongoing technical assistance for administering the required pre-K assessments and for analyzing the results according to the COSF ratings.• Implement the enhanced outcomes system for all children who enter EEE on or after 7/1/09	Early Education Team
2009	<ul style="list-style-type: none">• Set measurable and rigorous targets for early childhood outcome areas.• Provide trainings and ongoing technical assistance for administering the required pre-K assessments and for analyzing the results according to the COSF ratings.• Implement the enhanced outcomes system for all children who enter EEE on or after 7/1/09.• Analyze outcomes data from the process that relies on collaborative clinical opinion and data from the newly implemented pre-K assessment• Compare data from both processes.	Department of Education Early Education Team and personnel, EEE Advisory Group
2010	<ul style="list-style-type: none">• Continue to implement the enhanced outcomes system for all children who enter EEE.• Continue to provide ongoing technical assistance for administering the required pre-K assessments.	Department of Education in consultation with EEE Advisory Group, Department of Education Early Education Team

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicators #1 and #6.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:Background on SPP Part B Indicator 8- Parent Involvement Survey:

Indicator 8 of the State Performance Plan requires that all states detail a plan to report “the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.” The survey must be implemented each year to provide data for the Annual Performance Report. Furthermore, the U.S. Department of Education Office of Special Education Programs (OSEP), in following the spirit of the 2004 reauthorized IDEA, is requiring that the survey instrument used to measure parent involvement and the subsequent data collection and analysis provide “valid and reliable” results at both the state and local education agency (LEA) level.

To meet these OSEP requirements for state of the art survey design, sampling and data analysis methodologies, the State of Vermont implemented mail-based parent involvement surveys designed by the National Center for Special Education Accountability Monitoring (NCSEAM) in collaboration with OSEP. NCSEAM developed the survey question items over a two year period with intensive involvement of stakeholder groups across six states. To assure parent understanding and acceptability of the survey item questions, the majority of questions were kept below the 8th grade reading level. After the survey question items were developed, they were piloted to a nationwide representative sample of families whose children were receiving school-age and/or early childhood special education services.

As a result of stakeholder feedback, parent survey respondent feedback and technical analysis of question items, NCSEAM determined that two versions of the Parent Involvement Survey should be created: one for parents of preschool children receiving special education services and one for parents of grade K - 12 students receiving special education services. Vermont is utilizing these two surveys for the appropriate age groups. Copies of the survey are included in the appendices. The K - 12 survey contains 25 questions that were shown (in the NCSEAM piloting process) to be valid and highly reliable in measuring the concept of parent involvement in improving special education services. The preschool survey contains 50 questions this year and based on further item analysis, may be limited in future years to those 25 questions that are shown to be most reliable in measuring the concept of parent involvement in improving special education services for parents of preschool children.

Examples of the Parent Involvement Surveys are included as an attachment to this document (Attachment 2). For additional information on the creation and piloting of the Parent Involvement

Surveys, interested parties may go to
http://www.monitoringcenter.lsuhs.edu/parent_family_involvement.htm.

Census vs. Sample Selection

Vermont implemented a census survey, mailing a survey to every eligible respondent household for which an address was available.

This was done because, per OSEP requirements, the reporting of the percent of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities must be done at both the state and LEA level.

While the statewide count of preschool through grade 12 children receiving special education services of 13,866 as of 12/01/2005 would make it conceivable to construct a sampling plan that would result in the random selection of a small subset of the total population (a *minimum* of approximately 500 respondents), the LEA reporting requirement makes sampling implausible in Vermont.

In the 3 - 5 year old parent respondent pool, the number of households in each LEA with any preschool children varies between 1 and 70. In the K - 12 parent respondent pool, the number of households in each LEA with any K - 12 children varies between 33 and 536. The small number of households in any given LEA would, in the majority of instances, require a sample size that nearly approaches the actual population. As a result, a census was selected as the preferred method for implementing the survey.

Survey Implementation and Reporting

The Vermont Department of Education did not maintain parent address or contact information prior to the implementation of this survey. Therefore, a first step was to gather parent address information necessary to implement the mail-based NCSEAM surveys.

A statewide data collection was implemented to gather parent addresses beginning on April 18th, 2006 and concluding on June 15th, 2006. Over 90% of all eligible respondent addresses were received by June 15th.

Vermont utilized a survey consultant to assist with all survey mailing, data processing and data analysis tasks. The consultant verified the accuracy of the submitted addresses utilizing address validation software. Surveys were mailed in July and August. There were 2,027 valid responses from mailings to 11,049 verified addresses of parents of K - 12 children for a response rate of 18.3% while there were 250 valid responses from mailings to 1,129 verified addresses for parents of preschool children in Vermont for a response rate of 22%. The overall response rate to the survey was 18.7%. Increasing parent and LEA staff awareness of the survey resulting from year-over-year implementation of the survey and from local reporting of results may serve to increase response rates in future years.

After receiving the surveys, results were scanned into a database for analysis by a consultant. In the "Baseline Data" and "Discussion of Baseline Data" sections below, the results are reported and discussed. Complete details of the analysis of survey results are included in Appendix 1 titled: "Parent Involvement Survey Data Analysis."

A Note on Parent and Student Confidentiality:

All addresses were verified at the State level using existing child names and identification numbers. However, to ensure parent and family confidentiality the following steps were taken:

- 1) Once the addresses were verified, all student information was removed from the mailing database provided to the survey consultant.
- 2) The return envelopes for the survey were confidential and anonymous-- The State will not have the ability to track a particular survey response to an individual family. The only identifying information available from the survey itself will be the Supervisory Union where the survey was answered and respondent entered demographic information (race, sex, age and primary disability of child).

3) Any SU or state level data derived from less than 11 household responses in a particular category will not be reported. This is consistent with the State of Vermont Department of Education “small n” rule.

Baseline Data for FFY 2005 (2005-2006):

Vermont Part B Preschool: 46% of responding parents of preschool children with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ($\pm 6.3\%$ at the 95% confidence level).

Vermont Part B grades K-12: 26% of responding parents of K - 12 children with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ($\pm 1.96\%$ at the 95% confidence level).

Vermont Part B grades PK-12: 28% of responding parents of PK - 12 children with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ($\pm 1.76\%$ at the 95% confidence level).

Table 8.1 contains a summary of these data.

Table 8.1: Parent Involvement Survey Results Summary

Parent Type	Number of Parents Responding	% Parents Reporting Involvement to Improve Services	Standard Error	95% Confidence Interval	
				Low	High
VT Part B Preschool Children	250	46.00%	3.20%	39.73%	52.27%
VT Part B K - 12 Children	2027	26.00%	1.00%	24.04%	27.96%
VT All Part B Children	2277	28.00%	0.90%	26.24%	29.76%
6 Pilot States Benchmark (PK-12)	2705	17.00%	0.70%	15.63%	18.37%

Discussion of Baseline Data:

Table 8.1, in the row titled “VT All Part B Children,” shows that 28% of responding parents of PK - 12 children with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ($\pm 1.76\%$ at the 95% confidence level). To place these overall results in context, the bottom row of Table 8.1 titled “6 Pilot States Benchmark,” contains the overall results in the six states used to pilot the NCSEAM Parent Involvement Survey. In these states 17% of parents reported that schools facilitated parent involvement as a means of improving services for children with disabilities ($\pm 1.37\%$ at the 95% confidence level)⁷. Although inter-state comparisons need to be considered cautiously, when viewing Vermont data in the context of the pilot state’s benchmark, Vermont appears to perform quite well.

While there are not external benchmarks available for the Preschool and K - 12 surveys separately, the relatively high percentage of Vermont parents of preschool children with disabilities, shown in the row titled “VT Part B Preschool Children,” stands out: 46% of those parents reported that schools facilitated their involvement as a means of improving services ($\pm 6.3\%$ at the 95% confidence level). This compares to 26% of Vermont parents of K - 12 children with disabilities, shown in the row titled VT Part B K - 12 Children, who reported schools facilitated their involvement in improving services (95% confidence interval: 24.04% to 27.96%).

Although Vermont compares favorably overall to the pilot states used to provide benchmarks on the NCSEAM survey for this indicator, there is much room for improvement:

- Measurable and rigorous targets will be determined based on these baseline data; and
- Strategies for improvement will be detailed in the Improvement Activities, Timelines and Resources section.

⁷ For a complete discussion of the NCSEAM piloting process, please see Attachment 1 following this indicator.

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Note (February 1, 2008 Revision): For FFY 2006 (2006 - 2007), Vermont has eliminated the reporting of separate targets for parents of preschool children and parents of K - 12 children to simplify and enhance the usability of this indicator. It is important to note that although the preschool and K-12 breakout targets have been removed, the measurable and rigorous targets for all parents of children in pre-kindergarten through grade 12 have remained unchanged. For additional discussion and justification of this change, see page 31 of the 2006 Annual Performance Report submitted to OSEP on February 1, 2008.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	This was a new indicator in FFY 2005; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005.
2006 (2006-2007)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 30.12%.
2007 (2007-2008)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 32.12%.
2008 (2008-2009)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 34.12%.
2009 (2009-2010)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 36.12%.
2010 (2010-2011)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 38.12%.

Improvement Activities/Timelines/Resources

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 - 2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP on February 1, 2008 beginning on page 31.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> This was a new indicator in FFY 2005; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005. 	
2006	<ul style="list-style-type: none"> Issue RFP, then contract for survey distribution, collection and analysis of results Collect updated parent addresses through child count. Consult with parent organizations, special 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources

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	<p>education administrators and Special Education Advisory Council about ways to increase response rate.</p> <ul style="list-style-type: none"> • Meet with parent organizations, steering committee, special education administrators and Special Education Advisory Council to review results and plan improvement activities. • Develop training and technical assistance activities that focus on the statements just above the Vermont average score • Provide annual statewide trainings on effective IEP meetings. • Work with Vermont Parent Information Center (VPIC) to develop training materials on parent involvement to be used by Student Support Team and VPIC staff. • Conduct annual day long training for parents and school staff on parent involvement. 	<p>IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2007	<ul style="list-style-type: none"> • Issue RFP, then contract for survey distribution, collection and analysis of results • Collect updated parent addresses through child count. • Consult with parent organizations, special education administrators and Special Education Advisory Council about ways to increase response rate. • Meet with parent organizations, steering committee, special education administrators and Special Education Advisory Council to review results and plan improvement activities. • Develop training and technical assistance activities that focus on the statements just above the Vermont average score. • Provide annual statewide trainings on effective IEP meetings. • Work with Vermont Parent Information Center (VPIC) to develop training materials on parent involvement to be used by Student Support Team and VPIC staff. • Conduct annual day long training for parents and school staff on parent involvement. • <i>Request that Special Education Administrators ask staff to remind parents with whom they are in contact that the survey is being mailed.</i> • <i>Identify that the survey is from the Vermont DOE. Parents reported that they discarded it because they did not recognize the out of state address.</i> • <i>Notify VPIC staff in advance of when the survey will be mailed so that they can notify parents through their website, newsletter and spring trainings that the</i> 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	<p><i>survey is being mailed soon.</i></p> <ul style="list-style-type: none"> • <i>Send out a public service announcement about the survey.</i> • <i>Provide information about the survey to surrogate parents and groups that provide outreach to parents.</i> 	
2008	<ul style="list-style-type: none"> • Issue RFP, then contract for survey distribution, collection and analysis of results • Collect updated parent addresses through child count. • Consult with parent organizations, special education administrators and Special Education Advisory Council about ways to increase response rate. • Meet with parent organizations, steering committee, special education administrators and Special Education Advisory Council to review results and plan improvement activities. • Develop training and technical assistance activities that focus on the statements just above the Vermont average score. • Provide annual statewide trainings on effective IEP meetings. • Work with Vermont Parent Information Center (VPIC) to develop training materials on parent involvement to be used by Student Support Team and VPIC staff. • Conduct annual day long training for parents and school staff on parent involvement. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2009	<ul style="list-style-type: none"> • Issue RFP, then contract for survey distribution, collection and analysis of results • Collect updated parent addresses through child count. • Consult with parent organizations, special education administrators and Special Education Advisory Council about ways to increase response rate. • Meet with parent Develop training and technical assistance activities that focus on the statements just above the Vermont average score. • Meet with parent organizations, steering committee, special education administrators and Special Education Advisory Council to review results and plan improvement activities. • Develop training and technical assistance activities that focus on the statements just above the Vermont average score. • Provide annual statewide trainings on effective IEP meetings. • Work with Vermont Parent Information Center (VPIC) to develop training materials on parent involvement to be used by Student Support 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	<ul style="list-style-type: none">Team and VPIC staff.Conduct annual day long training for parents and school staff on parent involvement.	
2010	<ul style="list-style-type: none">Issue RFP, then contract for survey distribution, collection and analysis of resultsCollect updated parent addresses through child count.Consult with parent organizations, special education administrators and Special Education Advisory Council about ways to increase response rate.Meet with parent organizations, steering committee, special education administrators and Special Education Advisory Council to review results and plan improvement activities.Provide annual statewide trainings on effective IEP meetings.Work with Vermont Parent Information Center (VPIC) to develop training materials on parent involvement to be used by Student Support Team and VPIC staff.Conduct annual day long training for parents and school staff on parent involvement.	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Note 1 (February 1, 2008 Revision): The narrative within the sections titled "Overview of Issue/Description of System or Process," "Discussion of Baseline Data," and "Improvement Activities/Timelines/Resources" contained in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2007 contained a confusing clerical error that has been corrected in this State Performance Plan revision. Specifically, the term "significant disproportionality" or "disproportionality" was unintentionally used interchangeably with the correct term for this indicator "disproportionate representation." This occurred in a number of instances throughout the narrative. This mistake led OSEP to conclude (in the Vermont Part B SPP/APR Response Table) that Vermont may not have been reporting on disproportionate representation resulting from inappropriate identification for FFY 2005. This error has been corrected in this version of the SPP submitted to OSEP on February 1, 2008 with the FFY 2006 Annual Performance Report (APR), (corrections in bolded italics). The FFY 2006 APR and all subsequent APRs will only be referring to disproportionate representation that is the result of inappropriate identification as required by this indicator.

Note 2 (February 1, 2008 Revision): The revised FFY 2005 SPP submitted to OSEP on February 1, 2008 contains revisions and improvements to the criteria for defining disproportionate representation including the addition of underrepresentation risk ratio thresholds, the use of Alternate Risk Ratios if appropriate, and an analysis of expected versus actual counts to address small "n" challenges associated with risk ratios. These changes are included in bold italics in this section. For a complete discussion of these changes, please see the section titled "Revisions, with Justification, to Proposed Targets/Improvement Activities/Timeline/Resources for FFY 2006" beginning on page 35 of the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 with the revised FFY 2005 State Performance Plan.

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

In FFY 2005 the State of Vermont Department of Education implemented a system that allowed for the measurement of the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

To gather data for this indicator, the Child Count data collection that Vermont implements each December to meet IDEA B 618 reporting requirements was utilized. This collection provides age, race, ethnicity, disability and placement information for each child receiving special education services.

Disproportionate Representation

A particular challenge for Vermont in defining disproportionate representation is the largely homogeneous nature of Vermont's student population. In both regular education and special education settings, at least 95 percent of the total student population has historically been reported as white. In addition, the counts of children receiving special education services in each LEA are relatively small, averaging just over 200 students per LEA. Taken together, the homogeneity of the student population and relatively small child counts result in a situation where the addition of just one child into special education can create a large difference in the race/ethnicity composition of children receiving IDEA B services in an LEA.

To address these challenges, Vermont has created two criteria (**three criteria beginning in FFY 2006**) to establish the definition of disproportionate representation:

Criterion 1: LEA-level Weighted Risk Ratio > 3.0 *or, beginning in FFY 2006, LEA-level Weighted Risk Ratio <.33 OR LEA-level Alternate Risk Ratio >3.0 or <.33 if the sum of the comparison group (all other race/ethnicity categories) used to calculate the Weighted Risk Ratio is <11.*

Utilizing technical assistance documentation provided by Westat a weighted risk ratio was chosen for its common acceptance and flexibility in comparing the relative size of two risks⁸:

- 1) The LEA-level risk of a particular racial/ethnic group of students receiving special education services; and
- 2) The risk for all other students in the LEA of receiving special education services weighted for the racial/ethnic composition of the state.
- 3) ***When a weighted risk ratio is not appropriate because there are fewer than 11 students in the comparison group, Alternate Risk Ratios will be used as an appropriate alternative beginning in FFY 2006. The Alternate Risk Ratio is not weighted for the racial/ethnic composition of the state.***

Criterion 2: Greater than 10 students in the special education race/ethnicity category in the LEA of analysis *when examining overrepresentation or, beginning in FFY 2006, an “expected count” of >10 students in the special education race/ethnicity category if examining underrepresentation.*

Risk ratios can be substantively impacted by the addition of as a little as one student in a race/ethnicity category containing fewer than 11 students and become unreliable in identifying **disproportionate representation**⁹. Furthermore, the Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than or equal to 10. For these reasons, any single cell used for risk ratio analysis must contain at least ten students when examining overrepresentation or an “expected count” of ten students when examining underrepresentation.

⁸ Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*, is available at www.IDEAdata.org.

⁹ *ibid*

For the purposes of this indicator, an “expected count” is defined as the calculated count of students in a special education race/ethnicity category that results when the weighted risk ratio is 1. Therefore, the expected count provides an estimation of what the “expected” number of children receiving special education services in a particular race/ethnicity category would be, based on the representation of that particular race/ethnicity category in the overall population.

Criterion 3 (beginning FFY 2006): The difference between the actual count of students in the special education race/ethnicity category and the expected count of students in the special education race/ethnicity category is >10 when examining either overrepresentation or underrepresentation using Weighted or Alternate Risk Ratios.

This criterion prevents spurious identification of an LEA for having disproportionate representation when a combination of “small ‘n’” sizes across race/ethnicity categories causes both the Weighted Risk Ratio and Alternate Risk Ratio to be unreliable. As noted above and in the Westat technical assistance documentation, when working with small numbers of students, the addition or subtraction of even one student in a particular race/ethnicity category can cause dramatic fluctuations in risk ratios, making them very difficult to interpret meaningfully¹⁰. This criterion, in combination with the other two, provides a meaningful, valid and reliable methodology for identifying LEAs with disproportionate representation.

Inappropriate Identification

LEAs that meet the two criteria (***three criteria beginning in FFY 2006***) of disproportionate representation will be reviewed by the State of Vermont Department of Education Monitoring Team for potential inappropriate identification.

This review process will include contacting LEAs who have been identified as having ***disproportionate representation*** in any race/ethnicity category and alerting those LEAs to the potential problem of inappropriate identification. After contacting LEAs, student files, policies, practices and procedures will be reviewed to verify if the disproportionate representation is the result of inappropriate identification.

If inappropriate identification is determined to be the cause of the ***disproportionate representation***, the Vermont Department of Education Student Support Team will provide technical assistance and training required to address the problem.

Baseline Data for FFY 2005 (2005-2006):

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

0% or 0 of 60 LEAs were determined to have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.

Discussion of Baseline Data:

No LEAs in Vermont met the criteria for disproportionate representation; therefore no LEAs could be identified as having ***disproportionate representation*** resulting from inappropriate identification.

¹⁰ Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*, is available at www.IDEAdata.org.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.
2006 (2006-2007)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.
2007 (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.
2009 (2009-2010)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2006	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student records in each LEA showing disproportionate representation. Designate SST consultant as contact for English language learners. Participate in Vermont Department of Education/NERRC initiative regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2007	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources

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Vermont

Revision Date: February 1, 2009

	<p>records in each LEA showing <i>disproportionate representation</i>.</p> <ul style="list-style-type: none"> • Designate SST consultant as contact for English language learners. • Participate in Vermont Department of Education/NERRC initiative regarding special education evaluations for English language learners. • Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	<p>IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2008	<ul style="list-style-type: none"> • Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. • Complete evaluation reviews for all student records in each LEA showing <i>disproportionate representation</i>. • Designate SST consultant as contact for English language learners. • Disseminate information and provide technical assistance regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2009	<ul style="list-style-type: none"> • Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. • Complete evaluation reviews for all student records in each LEA showing <i>disproportionate representation</i>. • Designate SST consultant as contact for English language learners. • Disseminate information and provide technical assistance regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2010	<ul style="list-style-type: none"> • Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. • Complete evaluation reviews for all student records in each LEA showing <i>disproportionate representation</i>. • Designate SST consultant as contact for English language learners. • Disseminate information and provide technical assistance regarding special education 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects.	
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Note 1 (February 1, 2008 Revision): The narrative within the sections titled "Overview of Issue/Description of System or Process," "Discussion of Baseline Data," and "Improvement Activities/Timelines/Resources" contained in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2007 contained a confusing clerical error that has been corrected in this State Performance Plan revision. Specifically, the term "significant disproportionality" or "disproportionality" was unintentionally used interchangeably with the correct term for this indicator "disproportionate representation." This occurred in a number of instances throughout the narrative. This mistake led OSEP to conclude (in the Vermont Part B SPP/APR Response Table) that Vermont may not have been reporting on disproportionate representation resulting from inappropriate identification for FFY 2005. This error has been corrected in this version of the SPP submitted to OSEP on February 1, 2008 with the FFY 2006 Annual Performance Report (APR), (corrections in bolded italics). The FFY 2006 APR and all subsequent APRs will only be referring to disproportionate representation that is the result of inappropriate identification as required by this indicator.

Note 2 (February 1, 2008 Revision): The revised FFY 2005 SPP submitted to OSEP on February 1, 2008 contains revisions and improvements to the criteria for defining disproportionate representation including the addition of underrepresentation risk ratio thresholds, the use of Alternate Risk Ratios if appropriate, and an analysis of expected versus actual counts to address small "n" challenges associated with risk ratios. These changes are included in bold italics in this section. For a complete discussion of these changes, please see the section titled "Revisions, with Justification, to Proposed Targets/Improvement Activities/Timeline/Resources for FFY 2006" beginning on page 39 of the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 with the revised FFY 2005 State Performance Plan.

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

In FFY 2005, the State of Vermont Department of Education implemented a system that allowed for the measurement of the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. The following six disability categories were analyzed, and will be analyzed for this indicator in future years: mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism.

To gather data for this indicator, the Child Count data collection that Vermont implements each December to meet IDEA B 618 reporting requirements was utilized. This collection provides age, race, ethnicity, disability and placement information for each child receiving special education services.

Disproportionate Representation

A particular challenge for Vermont in defining disproportionate representation is the largely homogeneous nature of Vermont's student population. In both regular education and special education settings, at least 95 percent of the total student population has historically been reported as white. In addition, the counts of children receiving special education services in each LEA are relatively small, averaging just over 200 students per LEA. Taken together, the homogeneity of the student population and relatively small child counts result in a situation where the addition of just one child into special education can create a large difference in the race/ethnicity composition of children receiving IDEA B services in an LEA.

To address these challenges, Vermont has created two criteria (*three criteria beginning in FFY 2006*) to establish the definition of disproportionate representation:

Criterion 1: LEA-level Weighted Risk Ratio > 3.0 *or, beginning in FFY 2006, LEA-level Weighted Risk Ratio <.33 OR LEA-level Alternate Risk Ratio >3.0 or <.33 if the sum of the comparison group (all other race/ethnicity categories) used to calculate the Weighted Risk Ratio is <11.*

Utilizing technical assistance documentation provided by Westat a weighted risk ratio was chosen for its common acceptance and flexibility in comparing the relative size of two risks¹¹:

- 1) The LEA-level risk of a particular racial/ethnic group of students receiving special education services for a specific disability; and
- 2) The risk for all other students in the LEA of receiving special education services for a specific disability weighted for the racial/ethnic composition of the state.
- 3) ***When a weighted risk ratio is not appropriate because there are fewer than 11 students in the comparison group, Alternate Risk Ratios will be used as an appropriate alternative beginning in FFY 2006. The Alternate Risk Ratio is not weighted for the racial/ethnic composition of the state.***

Criterion 2: Greater than 10 students receiving special education services for a specific disability in the special education race/ethnicity category in the LEA of analysis ***when examining overrepresentation or, beginning in FFY 2006, an “expected count” of >10 students in the special education race/ethnicity category if examining underrepresentation.***

Risk ratios can be substantively impacted by the addition of as a little as one student in a race/ethnicity category containing fewer than 11 students and become unreliable in identifying ***disproportionate representation***¹². Furthermore, the Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than or equal to 10.

¹¹ Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*, is available at www.IDEAdata.org.

¹² *ibid*

For these reasons, any single cell used for risk ratio analysis must contain at least ten students when examining overrepresentation or an “expected count” of at least ten students when examining underrepresentation.

For the purposes of this indicator, an “expected count” is defined as the calculated count of special education students with a specific disability in a race/ethnicity category that results when the weighted risk ratio is 1. This provides an estimation of what the “expected” number of children receiving special education services for a specific disability in a particular race/ethnicity category would be, based on the representation of that particular race/ethnicity category in the overall population.

Criterion 3 (beginning FFY 2006): The difference between the actual count of special education students with a specific disability in a race/ethnicity category and the expected count of special education students with a specific disability in the race/ethnicity category is >10 when examining either overrepresentation or underrepresentation using Weighted or Alternate Risk Ratios.

This criterion prevents spurious identification of an LEA for having disproportionate representation when a combination of “small ‘n’” sizes across race/ethnicity categories causes both the Weighted Risk Ratio and Alternate Risk Ratio to be unreliable. As noted above and in the Westat technical assistance documentation, when working with small numbers of students, the addition or subtraction of even one student in a particular race/ethnicity category can cause dramatic fluctuations in risk ratios, making them very difficult to interpret meaningfully¹³. This criterion, in combination with the other two, provides a meaningful, valid and reliable methodology for identifying LEAs with disproportionate representation.

Inappropriate Identification

LEAs that meet the two criteria (***three criteria beginning in FFY 2006***) of disproportionate representation will be reviewed by the State of Vermont Department of Education Monitoring Team for potential inappropriate identification.

This review process will include contacting LEAs who have been identified as having ***disproportionate representation*** in any race/ethnicity category and alerting those LEAs to the potential problem of inappropriate identification. After contacting LEAs, files of those students impacted will be reviewed by the monitoring team to verify if the ***disproportionate representation*** is the result of inappropriate identification.

If inappropriate identification is determined to be the cause of the ***disproportionate representation***, the Vermont Department of Education Student Support Team will provide the necessary technical assistance and training required to solve the problem.

Baseline Data for FFY 2004 (2004-2005):

0% or 0 of 60 LEAs were determined to have disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification.

Discussion of Baseline Data:

No LEAs in Vermont met the criteria for disproportionate representation; therefore no LEAs could be identified as having ***disproportionate representation*** as a result of inappropriate identification.

¹³ Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*, is available at www.IDEAdata.org.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.
2006 (2006-2007)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.
2007 (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.
2009 (2009-2010)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2006	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student records in each LEA showing disproportionate representation by race/ethnicity and disability category. Designate SST consultant as contact for English language learners. Participate in Vermont Department of Education/NERRC initiative regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2007	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input

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Vermont

Revision Date: February 1, 2009

	<ul style="list-style-type: none"> inappropriate representation. Complete evaluation reviews for all student records in each LEA showing disproportionate representation by race/ethnicity and disability category. Designate SST consultant as contact for English language learners. Participate in Vermont Department of Education/NERRC initiative regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2008	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student records in each LEA showing disproportionate representation by race/ethnicity and disability category. Designate SST consultant as contact for English language learners. Disseminate and provide technical assistance regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2009	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student records in each LEA showing disproportionate representation by race/ethnicity and disability category. Designate SST consultant as contact for English language learners. Disseminate and provide technical assistance regarding special education evaluations for English language learners. Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2010	<ul style="list-style-type: none"> Monitor identification rates of districts with potential for disproportionate representation of racial and ethnic groups as a result of inappropriate representation. Complete evaluation reviews for all student records in each LEA showing 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants

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	<p><i>disproportionate representation</i> by race/ethnicity and disability category.</p> <ul style="list-style-type: none">• Designate SST consultant as contact for English language learners.• Disseminate and provide technical assistance regarding special education evaluations for English language learners.• Meet twice a year with SST contact and Vermont Department of Education ESL consultant to identify potential challenges and joint projects.	<p>Available grant monies Printing costs Meeting space, food, materials</p>
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

The Vermont Department of Education's Monitoring Team currently monitors each supervisory union every 6 years. Each case manager in Supervisory Unions (SUs) being monitored reviews selected special education files using the evaluation checklist provided by the monitoring team. The Monitoring Team verifies the data in the student file in comparison to the case manager's review. Technical assistance is provided to case managers based on areas of noncompliance.

Vermont currently implements the 60-calendar day rule for all evaluations. The Monitoring Team includes evaluation timelines in the evaluation checklists. The data collected includes dates to determine if students' evaluations are completed within the timeline. The Team uses the date when the parental consent was received in the district to start the 60-day clock.

For evaluations that exceed 60 days, Notice of Delay forms are reviewed. These notices document the reasons for the delay, and monitoring staff determines if the delay was justified and based on an exceptional circumstance. Examples of exceptional circumstances include student or parent illness, student refusal to evaluate, parent refusal to make the student available and truancy. These exceptional circumstances are the only circumstances considered valid for providing an extension to the 60-day timeline. Non-exceptional circumstances causing delays may include reasons such as vacations, summer recess, lack of staff and evaluations completed by outside (contracted) evaluators.

Baseline Data for FFY 2005 (2005-2006):

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan

has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

69.74%, or 53 of 76 of children with parental consent to evaluate, were evaluated and eligibility determined within 60 days or the state established extension for exceptional circumstances.

- a. 76 children for whom parental consent to evaluate was received.
- b. 0 children were determined not eligible whose evaluations were completed within 60 days or the state established extension for exceptional circumstances.
- c. 53 children were determined eligible whose evaluations were completed within 60 days or the state established extension for exceptional circumstances.

All children with parental consent to evaluate and who were evaluated within 60 days or state established extension for exceptional circumstances were determined eligible for special education.

The remaining 23 evaluations completed after the 60 day timeline were delayed for non-exceptional circumstances. Completion dates for these cases ranged from 61 to 214 days.

Discussion of Baseline Data:

The 23 evaluations that were not completed within 60 days or the state established extension for exceptional circumstances were because of non-exceptional circumstances. In 14 of the 23 cases that were not completed within 60 days, delays were recorded on the Notice of Delay form as non-exceptional, but the type of non-exceptional delay was not provided. In the remaining cases, delays were caused by waiting for the results of evaluations or no Notice of Delay form was completed. Note that the exact number of remaining cases have not been broken out intentionally: the Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than or equal to 10.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	This was a new indicator in FFY 2005; therefore no baseline data was available for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005.
2006 (2006-2007)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.
2007 (2007-2008)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.
2008 (2008-2009)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.
2009 (2009-2010)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.
2010 (2010-2011)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.

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Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 - 2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP on February 1, 2008 beginning on page 43.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Research other states' monitoring practices and procedures to develop an outline of Focused Monitoring. Create Stakeholder group to advise Vermont Department of Education in the revision of the monitoring process. Continue to utilize the Special Education Advisory Council to support the Vermont Department of Education in the revision of the monitoring process Revise Monitoring Process and Procedures to reflect changes in IDEA 2004. Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. 	Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM
2006	<ul style="list-style-type: none"> Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. Include information on evaluation timelines, allowable reasons for extensions and strategies for timely completion in all trainings and materials about the special education process. Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. 	Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM
2007	<ul style="list-style-type: none"> Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. Include information on evaluation timelines, 	Designated Staff Stakeholder input Special Education Advisory Council

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	<p>allowable reasons for extensions and strategies for timely completion in all trainings and materials about the special education process.</p> <ul style="list-style-type: none"> • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • <i>Deliver a Field Memorandum to LEAs explaining the regulatory requirements associated with this indicator and the importance of compliance.</i> • <i>Include a module on the necessity of and regulatory requirements for improving evaluation timeliness at “SPED 101” annual trainings for new Special Education Administrators.</i> • <i>Work with LEA data application providers to improve tracking for this indicator.</i> • <i>Develop self-assessment protocols related to this indicator for LEAs.</i> • <i>Utilize state-wide and regional Special Education Administrator meetings to stress the importance of compliance on this indicator.</i> 	<p>Data Warehouse NERRC NCSEAM</p>
2008	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. • Include information on evaluation timelines, allowable reasons for extensions and strategies for timely completion in all trainings and materials about the special education process. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM</p>

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2009	<ul style="list-style-type: none">• Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection.• Include information on evaluation timelines, allowable reasons for extensions and strategies for timely completion in all trainings and materials about the special education process.• Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council.• Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators.• Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations.• Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions.	Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM
2010	<ul style="list-style-type: none">• Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection.• Include information on evaluation timelines, allowable reasons for extensions and strategies for timely completion in all trainings and materials about the special education process.• Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council.• Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators.• Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations.• Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions.	Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicators #1 and #6.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

Infants and toddlers eligible for special education in Vermont are served by the Family, Infant, and Toddler Program (Part C) that is housed in the Department for Children and Families (DCF) of the Agency of Human Services (AHS). The Vermont Department of Education and AHS are co-lead agencies for the Part C Program. DCF has administrative responsibility. The two agencies work together to assure a smooth transition for children and families as they move from one program to the other. This includes systems for accurate and timely transfer of information regarding eligible children.

To meet IDEA B 618 reporting requirements, Vermont completes counts of students ages 3 through 21 receiving special education and related services under IDEA, Part B on December 1st of each year. Information gathered includes the ages of children receiving services and the settings in which they receive those services. To meet IDEA C 619 reporting requirements, Vermont completes counts of children ages birth through 5 identified as needing services under IDEA, Part C on December 1st of each year.

The Part B Child Count collection is completed electronically, with each LEA submitting a CD of their Child Count to the State of Vermont Department of Education by December 15th of the reporting year ending December 1st. The State of Vermont Data Management and Analysis Team verifies the accuracy of the data from each LEA then compiles the information into one database that is used for the 618 reporting. After the Part B and Part C child counts are completed, those children identified as eligible for services under Part B are bulk loaded by DMAT into the Part B database and each child is given a unique student identifier that will stay with the child throughout their time in the Vermont education system.

Baseline Data for FFY 2004 (2004-2005):

For FFY 2004, the percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays is in a range from 62.8% to 68.5%.

Measure Summary:

- a. 472 children who were served in Part C were referred for eligibility determination.
- b. 50 children who were served in Part C were determined to be NOT eligible and were determined to be so prior to their third birthdays.
- c. Between 265 and 289 children (63 – 68.5%) who were referred from Part C and found eligible for Part B had an IEP developed and implemented by their third birthdays.

Discussion of Baseline Data:

The required information for this SPP has been reported as a range due to the current management of the transition of student ID data from the Part C to Part B Child Count Database.

In 2003-04, the state had implemented a process to ensure that 100 percent of students referred from Part C into Part B were accounted for in the Part B Child Count Database. However, once loaded into the Part B tracking database for analysis, students referred from Part C were not able to be differentiated from other Part B eligible students in Vermont's Essential Early Education Program (EEE).

As a result of this data management process, Vermont is only able to report the total percentage of students who had an IEP in place by their third birthday and a range of students who were referred from Part C and had an IEP in place by their third birthday. As an example, in the 2004-05 reporting period, there were 422 children who were referred directly from Part C who were eligible for Part B services, but 446 total children in Vermont's EEE program eligible for Part B services, a difference of 24 students. Vermont also knows that of these 446 students, 289 had an IEP developed by their third birthdays. Therefore, the number of children eligible for Part B referred from Part C could be as low as 265 (289 minus 24, assuming all of the children not referred from Part C did have an IEP by their third birthday) or as high as 289 (assuming all children not referred from Part C did *not* have an IEP developed by their third birthday).

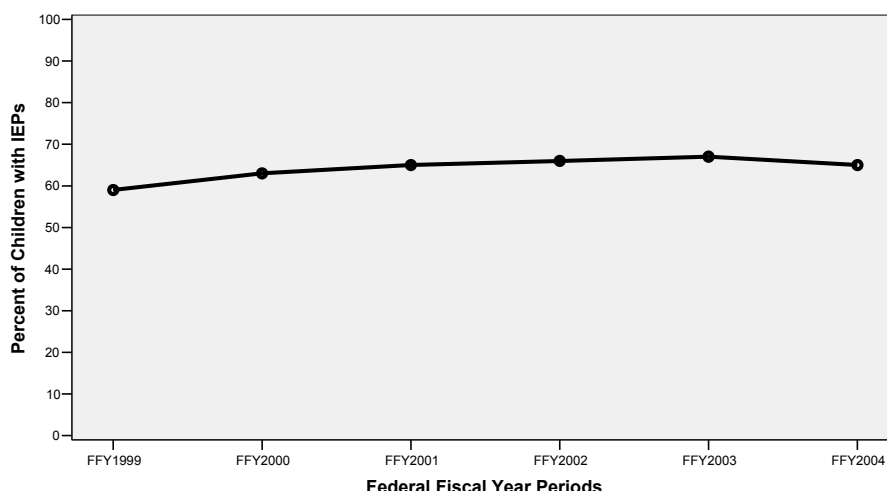
For FFY 2005, Vermont will work towards implementing a process to ensure that children eligible for Part B services referred from Part C will be tagged for identification for reporting on this indicator. The results of this revised process are available in the FFY 2005 Annual Performance Report submitted to OSEP on February 1, 2007 for this indicator on page 37.

Of the 31.5 percent to 37.2 percent of children who were determined to be eligible for Part B after referral from Part C, but who did not have an IEP developed and implemented by their third birthday, the range of delay varied from one day to 362 days. A process for determining the reasons for these delays at the LEA level will be developed by the Department of Education Monitoring Team and a 619 consultant in FFY 2005 and implemented in FFY 2006. This is discussed in more detail in the Improvement Activities, Timelines and Resources Section.

Although it is not currently possible to directly compare the *percent of children referred by Part C* prior to age 3 who were found eligible for Part B and who had an IEP developed and implemented by their third birthdays with previous years, it is possible to provide the *overall percentages* of children age 3 with an IEP developed by their third birthday for FFY 2000 through FFY 2004. These data are shown in figure 12.1 on the next page.

Figure 12.1 shows that the *overall percentage* of children with IEPs implemented by their third birthday for FFY 2004 is 65%, a slight decrease in the gradual upward trend since FFY 2000.

Figure 12.1: Percent of Children Age 3 with IEPs by Third Birthday



FFY	Measurable and Rigorous Target
2005 (2005-2006)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.
2006 (2006-2007)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.
2007 (2007-2008)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.
2008 (2008-2009)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.
2009 (2009-2010)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.
2010 (2010-2011)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.

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Improvement Activities/Timelines/Resources:

Note (February 1, 2007 Revision): Improvement activities for this indicator have been added (in bold) beginning in FFY 2006 based on analysis of data and outcomes for the 2005 -2006 school year. This analysis is contained in the FFY 2005 APR submitted to OSEP with the revised FFY 2005 SPP on February 1, 2007 beginning on page 38.

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Research the reasons why some school districts fail to comply with the requirement that children transitioning from Part C to Part B have an IEP developed and implemented by their third birthdays. Develop a process for incorporating this indicator into the state's monitoring system. Designate Part C to Part B transition as a major state focus. Ensure state special education regulations that are currently under revision contain clear, unambiguous language as to when transition conferences need to be scheduled and when an IEP needs to be developed and initiated. Work with Part C state level staff to provide joint trainings on Part C to Part B transition for both school districts and Part C host agencies. Work with the Vermont Parent Information Center (VPIC) to disseminate information and training for Part C and Part B 619 program staff and parents regarding transition (i.e., use "Stepping Stones" and "On the Move" materials). Provide direct technical assistance to those school districts with the lowest percentage of children transitioning from Part C to Part B who have an IEP in place by third birthdays. Ensure the Interagency Agreement clarifies the responsibilities of Part C and Part B personnel relative to transition. 	Designated staff from the Early Education Team Early Childhood Stakeholder Group Part C state staff Monitoring Team Education Data Warehouse (EDW) staff VPIC Designated staff from the Student Support Team and Vermont Department of Education Legal Team
2006	<ul style="list-style-type: none"> Track school districts' compliance with this indicator. Continue to provide direct technical assistance to school districts below 100% compliance. Hold a statewide conference for Part C and EEE personnel involved in transition planning on March 29, 2006. The purpose of the conference is not only to reiterate the need for compliance with state and federal regulations on Part C to Part B transition, but to have regional Part C staff meet with their Part B counterparts and develop procedures that reflect best practices and ensure smooth transitions 	Designated staff from the Early Education Team Early Childhood Stakeholder Group Part C state staff Monitoring Team Education Data Warehouse (EDW) staff VPIC Designated staff from the Student Support Team and Vermont Department of Education Legal Team

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	<p>for children and families.</p> <ul style="list-style-type: none"> • Provide statewide training on the state's revised special education regulations, including the Part C to Part B transition requirements. • Implement the revised monitoring system that includes this indicator. • Examine the results of states that are piloting 0-5 Individualized Family Services Plan (IFSP) and decide if Vermont should add this option. • Examine the different eligibility criteria for Part C (i.e., an observable developmental delay or high probability for developmental delay) and Part B 619 (i.e., 40% delay). 	
2007	<ul style="list-style-type: none"> • Continue to track school districts' compliance with this indicator. • Continue to provide direct technical assistance to school districts below 100% compliance. • Review findings from monitoring on this indicator; take corrective actions as needed. 	Designated staff from the Early Education Team Monitoring Team Education Data Warehouse (EDW) staff
2008	<ul style="list-style-type: none"> • Continue to track school districts' compliance with this indicator. • Continue to provide direct technical assistance to school districts below 100% compliance. • Review findings from monitoring on this indicator; take corrective actions as needed. 	Designated staff from the Early Education Team Monitoring Team Education Data Warehouse (EDW) staff
2009	<ul style="list-style-type: none"> • Continue to track school districts' compliance with this indicator. • Continue to provide direct technical assistance to school districts below 100% compliance. • Review findings from monitoring on this indicator; take corrective actions as needed. 	Designated staff from the Early Education Team Monitoring Team Education Data Warehouse (EDW) staff
2010	<ul style="list-style-type: none"> • Continue to track school districts' compliance with this indicator. • Continue to provide direct technical assistance to school districts below 100% compliance. • Review findings from monitoring on this indicator; take corrective actions as needed. 	Designated staff from the Early Education Team Monitoring Team Education Data Warehouse (EDW) staff

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

Prior to FFY 2005, the Monitoring Team collected data from IEP checklists from the monitored supervisory unions on transition supports and services. Data was collected from the IEPs for students ages 16 and above. These data collections indicated the number of students who had identified transition needs and services.

For FFY 2005, the required Vermont IEP form was revised to reflect the requirements of IDEA 2004. A separate IEP page was developed that includes transition goals and supports and services. The monitoring checklists have also been modified to collect the same data. Vermont special education rules were revised to include new transition requirements.

Every IEP Team must address each of the 4 transition areas (community employment, independent living, community participation and post-secondary education/training) to ensure that students have coordinated, measurable, annual IEP goals and transition services that will reasonably enable them to meet the post-secondary goals.

The Monitoring Team reviewed the data collected for children ages 16 and above during the 2005-2006 school year to determine the baseline, targets and improvement activities that will be reported in the FFY 2005 APR due February 1, 2007.

Baseline Data for FFY 2005 (2005-2006):

Note (February 1, 2007 Revision): This is a new indicator for FFY 2005; therefore there is no baseline data or discussion of baseline data pertaining to FFY 2004. This State Performance Plan has been revised to reflect baseline data, a discussion of baseline data, targets and activities beginning in FFY 2005.

76.36%, or 210 of 275 transition plans for youth aged 16 and above with an IEP included coordinated, measurable, annual IEP goals and transition services to reasonably enable those students to meet their post-secondary goals.

Discussion of Baseline Data:

During the 2005- 2006 school year, 10 supervisory unions were monitored. The specific IEP page devoted to transition goals was reviewed for the 75 students in these supervisory unions age 16 or above.

In Vermont, transition planning is divided into four distinct categories: community employment, independent living, community participation and post-secondary education/training. Every student does not need nor was intended to have a need for a transition plan for each of the four categories.

Therefore, the Vermont Department of Education Monitoring Team reviewed each of the 75 student files to determine if there was a coordinated, measurable transition plan in place for each transition planning category applicable to an individual student. The results of this analysis are contained below in Table 13.1.

Table 13.1 shows that in the community employment category, there were 71 students for whom a community employment transition plan was appropriate; 57 of those students had a transition plan in place in this category on their IEP.

For the independent living category, there were 66 students for whom a community employment transition plan would have been appropriate; 49 of those students had a transition plan in place in this category on their IEP.

For the community participation category, there were 68 students for whom a community employment transition plan would have been appropriate; 48 of those students had a transition plan in place in this category on their IEP.

For the post-secondary education/training category, there were 70 students for whom a community employment transition plan would have been appropriate; 56 of those students had a transition plan in place in this category on their IEP.

Note that not all transition planning categories are appropriate or applicable to all students. Therefore there are not a total of 75 students in any one category.

To calculate the percent of youth aged 16 and above who had an IEP that included coordinated, measurable, annual IEP goals and transition services to reasonably enable those students to meet the post-secondary goals, the total number of transition plans across all four categories (210) was divided into the total number of students eligible for each particular category (275). This calculation provides the baseline data figure of 76.36% as shown in the last row of Table 13.1.

Table 13.1: Percent of Appropriate Transition Plans in Place, by Category

Transition Plan Type	# of Transition Plans	Total # of Students Appropriate for Plan Category	% Transition Plans in Place
Community Employment	57	71	80.28%
Independent Living	49	66	74.24%
Community Participation	48	68	70.59%
Post-Secondary Education/Training	56	70	80.00%
Totals:	210	275	76.36%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	This was a new indicator in FFY 2005; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005.
2006 (2006-2007)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2007 (2007-2008)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (2008-2009)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (2009-2010)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (2010-2011)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 - 2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP on February 1, 2008 beginning on page 49.

Timelines FFY	Activities	Resources
2006	<ul style="list-style-type: none"> Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. Complete State Improvement Grant (SIG) activities related to transition: job coaching training/community employment and interagency transition web site development. Other State Improvement Grant activities to be completed by the Vermont Parent Information Center (VPIC) include: college fairs for students with disabilities and their families, a transition module on VPIC web site. Include transition requirements in trainings on revised Vermont special education rules. Provide an annual update on the monitoring 	Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM

	<p>process and procedures to the Special Education Advisory Council.</p> <ul style="list-style-type: none"> • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Continue to track all secondary transition data during record reviews. • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • Review and revise if necessary, the current process of collecting and analyzing data on the secondary transition • Determine how this data will be collected if it is not completed during the Focused Monitoring Process. 	
2007	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. • Complete State Improvement Grant (SIG) activities related to transition: job coaching training/community employment and interagency transition web site development. • Other State Improvement Grant activities to be completed by the Vermont Parent Information Center (VPIC) include: college fairs for students with disabilities and their families, a transition module on VPIC web site. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Continue to track all secondary transition data during record reviews. • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • Review and revise if necessary, the current process of collecting and analyzing data on the secondary transition. • Determine how this data will be collected if it is not completed during the Focused Monitoring Process. • <i>Develop online courses in secondary</i> 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM</p> <p><i>The Transition Coalition at the University of Kansas</i> <i>The website : TRIPSCY at the University of Vermont</i> <i>The Vermont Parent Information Center (VPIC)</i> <i>The Career Start Steering Committee</i> <i>SEA secondary transition resource personnel</i></p>

	<p><i>transition via the Transition Coalition at the University of Kansas.</i></p> <ul style="list-style-type: none"> • <i>Develop and promote an electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel</i> • <i>Provide targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13.</i> • <i>Offer statewide annual conference with interagency partners focusing on community employment and post secondary education.</i> • <i>Enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair.</i> 	
2008	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Continue to track all secondary transition data during record reviews • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • Review and revise if necessary, the current process of collecting and analyzing data on the secondary transition. • Determine how this data will be collected if it is not completed during the Focused Monitoring Process. • <i>Continue online courses in secondary transition via the Transition Coalition at the University of Kansas.</i> • <i>Continue to promote an electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel</i> • <i>Provide targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13.</i> • <i>Offer statewide annual conference with</i> 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM</p> <p><i>The Transition Coalition at the University of Kansas</i> <i>The website : TRIPSCY at the University of Vermont</i> <i>The Vermont Parent Information Center (VPIC)</i> <i>The Career Start Steering Committee</i> <i>SEA secondary transition resource personnel</i></p>

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Revision Date: February 1, 2009

	<p><i>interagency partners focusing on community employment and post secondary education.</i></p> <ul style="list-style-type: none"> • <i>Continue to enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair.</i> 	
2009	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Continue to track all secondary transition data during record reviews. • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • Review and revise if necessary, the current process of collecting and analyzing data on the secondary transition. • Determine how this data will be collected if it is not completed during the Focused Monitoring Process. • <i>Continue online courses in secondary transition via the Transition Coalition at the University of Kansas.</i> • <i>Continue to promote an electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel</i> • <i>Provide targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13.</i> • <i>Offer statewide annual conference with interagency partners focusing on community employment and post secondary education.</i> • <i>Continue to enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair.</i> 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC NCSEAM <i>The Transition Coalition at the University of Kansas</i> <i>The website : TRIPSCY at the University of Vermont</i> <i>The Vermont Parent Information Center (VPIC)</i> <i>The Career Start Steering Committee</i> <i>SEA secondary transition resource personnel</i></p>
2010	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the Supervisory Union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC</p>

	<ul style="list-style-type: none"> • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators) as a result of the new State and Federal Special Education Rules and Regulations. • Continue to track all secondary transition data during record reviews • Provide technical assistance to all special education professional staff on compliance for all monitored Supervisory Unions. • Review and revise if necessary, the current process of collecting and analyzing data on the secondary transition. • Determine how this data will be collected if it is not completed during the Focused Monitoring Process. • <i>Continue online courses in secondary transition via the Transition Coalition at the University of Kansas.</i> • <i>Continue to promote an electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel</i> • <i>Provide targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13.</i> • <i>Offer statewide annual conference with interagency partners focusing on community employment and post secondary education.</i> • <i>Continue to enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair.</i> 	<p>NCSEAM <i>The Transition Coalition at the University of Kansas</i> <i>The website : TRIPSCY at the University of Vermont</i> <i>The Vermont Parent Information Center (VPIC)</i> <i>The Career Start Steering Committee</i> <i>SEA secondary transition resource personnel</i></p>
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator # 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

Indicator 14 of the State Performance Plan requires that all states detail a plan to report “the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.” The survey must be implemented each year to provide data for the Annual Performance Report. Furthermore, the U.S. Department of Education Office of Special Education Programs (OSEP), in following the spirit of the 2004 reauthorized IDEA, is requiring that the survey instrument and the subsequent data collection and analysis provide “valid and reliable” results at both the state and local education agency (LEA) level.

To meet these OSEP requirements for valid and reliable results, the State of Vermont implemented a phone-based interview data collection utilizing the Post-School Data Collection Survey (PSS). This survey instrument was designed by the National Post-School Outcomes Center (NPSO), an OSEP funded post-secondary outcome technical assistance center.

The State of Vermont Department of Education implemented a data collection system to allow for the measurement of the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in postsecondary education or both, within one year of leaving high school.

The steps below provide an outline of the activities completed in the implementation of this system for 2005 - 2006. It is anticipated that a similar methodology will be used in future years for Annual Performance Report reporting as required by OSEP.

1) Survey Instrument Selection

The survey instrument used is based on the National Post-School Outcomes Center Post-School Survey (PSS). This survey instrument was designed by the National Post-School Outcomes Center (NPSO), a post-secondary outcome technical assistance center that receives funding from OSEP.

This survey instrument was selected for it's ease of use in completion with the respondent over the phone; the implicit content approval from OSEP and; the ease with which the survey

questions allow for a determination of whether or not a student is competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Examples of the Post-Secondary Survey are included as an attachment to this document (Attachment 3, beginning on page 173). For additional information on the creation of the PSS, interested parties may go to <http://www.psocenter.org/collecting.html>

2) Defining Postsecondary School and Competitive Employment

- a. For the purposes of the survey and this indicator, competitive employment is defined as: work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).
 - i. Part-time competitive employment will be defined as work performed less than 35 hours per week.
 - ii. Full-time competitive employment will be defined as work performed for 35 or more hours per week.
- b. For the purposes of the survey and this indicator, a postsecondary school is defined as a recognized post secondary institution of training that specifically targets the adult learner as its audience. For example, a local Technical Education Center/ Adult Training Program, a Adult Basic Education (ABE) Center, a Community College (CCV), a proprietary training institution (CDL truck driving school), or any Vermont State College/ University that offers courses through a degree track or continuing education. Full time enrollment will be defined as enrollment in courses that earn 12 or more credit hours in a recognized course of study leading to a diploma/certificate. Part time enrollment will be defined as enrollment in courses that earn less than 12 credits hours, or where course work is designed to offer a “ training experience “ and not lead to a diploma but may lead to a certificate.
- c. Using the definitions contained in a. and b. as a guide, note that the Vermont Department of Education is reporting the “percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school” as any of those students who have been competitively employed on a full or part-time basis or enrolled in some type of postsecondary school on a full or part-time basis or both at *any time* since leaving high school.

3) Determination of Survey Target Population: Census

The survey population for this survey is *all* Vermont students in grades 9, 10, 11 and 12 (a ‘census’ of 869 for the 2005 - 2006 school year) who had IEPs and who completed school during the prior school year (e.g. July 1, 2005 through June 30, 2006), reached maximum age in the prior school year or dropped out during the prior school year.

4) Obtaining Student Contact Information

The Vermont Department of Education did not maintain exiting student address or phone contact information prior to the implementation of this survey. Therefore, a statewide data collection was implemented to gather 2005 - 2006 exiting student information from LEAs beginning in March 2007 and concluding in late April 2007. Contact information for each student was the most recent that LEAs had available.

In future years it is anticipated that the Vermont Department of Education will collect exiting student contact information as part of the Child Count data collections on December 1 and June 30 of each year.

5) Administration of the Post-Secondary Survey

Members of the Vermont Department of Education Student Support Team are provided training covering the regulatory context surrounding the need for completing the survey, the value of utilizing post-secondary outcomes in improving school services, phone interview scripts, and instructions for completing surveys in a valid and reliable fashion.

Upon completion of staff training, a cover letter is sent via mail to every potential respondent for whom contact information was available. The letter details the purpose of Post-Secondary Survey and informs students and household members that they will be contacted via phone by a representative of the Vermont Department of Education to complete a short survey about their post-secondary work and school experiences.

Trained staff attempt to contact each student, or a family member familiar with the student's work and school opportunities, a minimum of three times over the phone, with all calls beginning no earlier than April and no calls being made later than September of the year following a student's exit.

6) Data Processing, Analysis and Reporting

A database for storing collected data for analysis was constructed for the 2005 - 2006 school year survey and will be continually improved as required for future collections. Survey responses from completed phone survey forms are manually entered into the database and checked for accuracy. Responses are analyzed to determine the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. These results are detailed below in the "Baseline Data" section. Analysis and a discussion of respondent representativeness is included below in the "Discussion of Baseline Data" section.

Baseline Data for FFY 2005 (2005-2006):

87.37% or 249 of 285 of all responding youths who had IEPs and were no longer in secondary school were competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Discussion of Baseline Data:

This survey was implemented for the first time for those students who exited during the 2005 - 2006 school year (FFY 2005). The initial results show that a large percentage of respondents are able to find competitive employment and work opportunities after leaving school. An analysis of response rates and representative nature of respondents when compared to the overall population suggest that these outcomes may also be present in the overall population of students in grades 9 - 12 who exited school during the 2005 - 2006 year.

Eligible Student Population and Response Rates

There were a total of 869 Vermont students in grades 9, 10, 11 and 12 (a 'census' of 869 for the 2005 - 2006 school year) who had IEPs and who completed school during the prior school year (e.g. July 1, 2005 through June 30, 2006), reached maximum age in the prior school year or dropped out during the prior school year.

Following the procedures outlined above in the "Overview of Issue/Description of System or Process" section, Vermont Department of Education Student Support Team staff began making phone calls in mid-May 2007 to survey these 869 students. Attempts were made to contact each student a minimum of three times, with all calls being completed by September 2007.

After calls began, it became clear that one of the biggest challenges in administering the PSS was the difficulty in obtaining valid contact information for students who have been out of school for 12 months. Contact information available from LEAs was often out-dated, leading to a high percentage of invalid contacts received by the Department. Of the 869 students for whom current contact information was attempted to be obtained, nearly 44%, or 377, of all phone numbers were found

during the survey implementation to be either disconnected (153 students), the wrong number (146 students) or not provided by LEAs (78 students).

For those students for whom the Department had valid contact information, the student contact methodology was relatively effective: 285 of 492 or nearly 58% of those students with valid contact information completed the survey. However, because of the high percentage of invalid contact information, the overall response rate was just less than 33% (285 surveys completed/869 eligible students).

Survey Respondent Characteristics Compared to All Students Eligible for Survey

To understand if the 285 survey responders were representative of the eligible exiting student population, demographic characteristics of respondents were compared to those characteristics of the entire population eligible for the survey. Figure 14.1, on the next page, contains the numbers and percentages of respondents and the entire eligible population in race/ethnicity, gender, disability category and exit reason categories.

Note that some individual cells in Figure 14.1 have been suppressed (e.g. “****”) or approximated (e.g. “<5%”) to avoid reporting discrete identifying student characteristics: the Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than 11. One result of this rule is that any cell containing < 11 records is automatically suppressed. Another result of this rule is that a cell may be suppressed containing > 11 records if not suppressing that cell would allow for the calculation of the number of records in another individual cell containing fewer than 11 records. A hypothetical example: If the sum of two cells is 100 and one cell contains 4 student records and the other cell contains 96 student records, both cells would be suppressed. The cell with 4 would be suppressed because it contains less than 11 students; the cell with 96 students would be suppressed because it would allow for the calculation of the number of students in the already suppressed cell. Finally, this rule may require that cells populated through calculations are suppressed and/or approximated if providing the actual calculated value allows for the determination of a number of records in another individual cell containing fewer than 11 records. A hypothetical example: If reporting a calculated cell value of “2.57%” would allow for the identification of a value of less than 11 in one of the cells used for the percent calculation, then the calculated value could be suppressed outright or approximated (e.g., < 5%) if it was determined that the approximation still provided meaningful information without providing potentially personally identifying information. In figure 14.1 both suppression and approximation have been employed for the “race/ethnicity” category.

Table 14.1: Respondent vs. Eligible Survey Population Demographics, 2005 - 2006 School Year*

Demographic Characteristic	# Respondents	% Respondents	# Eligible Population	% of Eligible Population	% Point Difference
Disability					
Emotional Disturbance	45	15.79%	229	26.35%	-10.56%
Learning Impairment	32	11.23%	93	10.70%	0.53%
Other Health Impairment	48	16.84%	122	14.04%	2.80%
Specific Learning Disability	118	41.40%	293	33.72%	7.69%
Speech or Language Impairment	26	9.12%	95	10.93%	-1.81%
All Other Disability Categories	16	5.61%	37	4.26%	1.36%
Totals	285	100.00%	869	100.00%	0.00%
Gender					
Female	85	29.82%	265	30.49%	-0.67%
Male	200	70.18%	604	69.51%	0.67%
Totals	285	100.00%	869	100.00%	0.00%
Age					
14 - 16	16	5.61%	75	8.63%	-3.02%
17 - 19	230	80.70%	696	80.09%	0.61%
20 - 22	39	13.68%	98	11.28%	2.41%
Totals	285	100.00%	869	100.00%	0.00%
Race/Ethnicity					
White	***	> 95%	837	96.32%	< 1.00%
All Other Race/Ethnicity Categories	***	< 5%	32	3.68%	< 1.00%
Totals	285	100.00%	869	100.00%	0.00%
Exit Reason					
Graduated with Certificate or Reached Maximum Age	11	3.86%	38	4.37%	-0.51%
Graduated with HS Diploma	222	77.89%	587	67.55%	10.35%
Dropped Out (% of Exiters)*	52	18.25%	244	28.08%	-9.83%
Totals	285	100.00%	869	100.00%	0.00%

*The percentages reported in Table 14.1 are *not* equivalent to the drop-out rate reported in Indicator 2. The percentage reported here (28.08% for the eligible survey population) is the number of drop-outs in grades 9 - 12 as a percentage of *exiting* students, not as a percentage of *all* students receiving IEP services. Please see Indicator 2 for additional information on calculating drop-out rates.

**** denotes cell suppression of information that would allow for the reporting of discrete identifying student characteristics in any individual cell containing fewer than 11 records. The Vermont Department of Education "small 'n' rule" prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than 11. A cell may be suppressed containing > 11 records if not suppressing that cell would allow for the calculation of the number of records in another individual cell containing fewer than 11 records.

Figure 14.1 shows that survey respondents were very similar to the overall eligible exiting population in terms of gender, age and race/ethnicity. However, there are differences that stand out when examining specific disability categories and exit reasons. By disability, students who exited in the 2005 - 2006 school year receiving IEP services for emotional disturbance were underrepresented almost 11 percentage points in the respondent population. While students who exited in the 2005 - 2006 school year receiving IEP services for a Specific Learning Disability were overrepresented in the respondent population by almost 8 percentage points. By exit reason, students who dropped out during the 2005-2006 school year were underrepresented in the respondent population by almost 10 percentage points while students who were reported as graduating with a HS diploma were overrepresented by just over 10 percentage points. While leaving room for improvement, the representativeness of respondents in the first year of the PSS survey implementation does appear to provide a reasonable representation of the post-secondary outcomes of the exiting population of students receiving special education services.

To increase the representativeness of the respondent population in future years, these data suggest a focus on students with emotional disturbance will be necessary. As shown in Table 14.1, students

with emotional disturbance comprised over 26% of the eligible exiting population in the 2005 - 2006 school year. However, of the 244 students reported as exited by dropping out, 105 or 43.03% of these students had emotional disturbance. Because fewer students with emotional disturbance responded to this survey, it is likely that increasing response rates for students with emotional disturbances will not only resolve the under-representation of students with emotional disturbance, but also increase the likelihood that students who exited school by dropping out will be better represented.

To help increase the response rates for students with emotional disturbance a first step will be increasing the validity of contact information received for students with emotional disturbance by the Department. As noted in the section titled, "Overview of Issue/Description of System or Process", nearly 44% of all phone numbers received by the department were invalid. However, the Department was even less likely to receive valid contact information for students with emotional disturbance. For the 229 students with emotional disturbance eligible for the survey, 127 or 55.45% of the phone numbers received were invalid.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	This was a new indicator in FFY 2005 with no baseline data available until FFY 2006; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set for FFY 2007 based on the baseline data obtained in FFY 2006.
2006 (2006-2007)	This was a new indicator in FFY 2005 with no baseline data available until FFY 2006; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set for FFY 2007 based on the baseline data obtained in FFY 2006.
2007 (2007-2008)	The percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 88%
2008 (2008-2009)	The percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 88.25%
2009 (2009-2010)	The percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 88.5%
2010 (2010-2011)	The percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 89%

SPP Template – Part B (3)

Vermont

Revision Date: February 1, 2009

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2007	<ul style="list-style-type: none"> • Develop online courses in secondary transition via the Transition Coalition at the University of Kansas. • Develop an electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel • Continue targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13. • Continue to offer statewide annual conference with interagency partners focusing on community employment and post secondary education. • Enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair. 	<p>The Transition Coalition at the University of Kansas The website : TRIPSCY at the University of Vermont The Vermont Parent Information Center (VPIC) The Career Start Steering Committee SEA secondary transition resource personnel</p>
2008	<ul style="list-style-type: none"> • Continue online courses in secondary transition via the Transition Coalition at the University of Kansas. • Continue to promote the electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel • Continue targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13. • Continue to offer statewide annual conference with interagency partners focusing on community employment and post secondary education. • Continue to enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair. 	<p>The Transition Coalition at the University of Kansas The website : TRIPSCY at the University of Vermont The Vermont Parent Information Center (VPIC) The Career Start Steering Committee SEA secondary transition resource personnel</p>
2009	<ul style="list-style-type: none"> • Continue online courses in secondary transition via the Transition Coalition at the University of Kansas. • Continue to promote the electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel • Continue targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13. • Continue to offer statewide annual conference with interagency partners focusing on community employment and post secondary education. • Continue to enhance access to the Vermont 	<p>The Transition Coalition at the University of Kansas The website : TRIPSCY at the University of Vermont The Vermont Parent Information Center (VPIC) The Career Start Steering Committee SEA secondary transition resource personnel</p>

SPP Template – Part B (3)

Vermont

Revision Date: February 1, 2009

	Parent Training and Information Center (VPIC) annual College Fair.	
2010	<ul style="list-style-type: none">• Continue online courses in secondary transition via the Transition Coalition at the University of Kansas.• Continue to promote the electronic Community of Practice with focused professional development content for educators, families, students and community employment personnel• Continue targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13.• Continue to offer statewide annual conference with interagency partners focusing on community employment and post secondary education.• Continue to enhance access to the Vermont Parent Training and Information Center (VPIC) annual College Fair.	The Transition Coalition at the University of Kansas The website : TRIPSCY at the University of Vermont The Vermont Parent Information Center (VPIC) The Career Start Steering Committee SEA secondary transition resource personnel

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See Indicator # 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Overview of Issue/Description of System or Process:

Note: This indicator has been revised in the February 1, 2007 submission to OSEP to reflect two changes.

The first change is the result of the changes that OSEP made to this indicator for FFY 2005. In the original SPP, OSEP required that states report on the general supervision system in their state across three subcategories- 15A., 15B., and 15C. 15A. was the percent of noncompliance related to monitoring priority areas and corrected within one year of identification, 15B., was the percent of noncompliance related to non-priority areas and 15C. was the percent of noncompliance identified through "other mechanisms." For FFY 2005, OSEP changed this indicator to include the same information but combined into one percentage as reflected in this document and the FFY 2005 APR submitted on February 1, 2007. This State Performance Plan has been revised in each appropriate section of this indicator to reflect this change.

The second change in this revised SPP is to align all findings of noncompliance and the number of corrections completed in the same reporting period. In the original SPP submitted on December 1, 2005, noncompliance identified through other mechanisms (formerly 15C.) was reported on those findings of noncompliance that occurred during the 2004 - 2005 school year and was corrected throughout the 2005 - 2006 school year. This contrasted to those incidences of noncompliance related to priority and non-priority monitoring areas (formerly 15A. and 15B) that was reported on those findings of noncompliance that occurred during the 2003 - 2004 school year and were corrected during the 2004 - 2005 school year.

In this document, the findings of noncompliance related to other mechanisms have been revised to reflect 2003 - 2004 school year data. This allows for meaningful reporting of all findings of noncompliance and the number of corrections completed within one year during the same time period in this SPP. For the FFY 2005 APR and subsequent APRs where these data are required, findings of noncompliance related to priority monitoring areas, non-priority monitoring areas and noncompliance identified through other mechanisms will continue to be reported on during the same reporting periods.

This State Performance Plan has been revised for this indicator, in each appropriate section, to reflect these changes.

The Vermont Department of Education (Vermont DOE) monitors each of the 60 Supervisory Unions at least one time every 6 years as determined by an established schedule. Activities that are conducted during the process include a review of the following: student special education files, parent and educator surveys and interviews, policies, plans and assurances, continuum of student placements, special education referral process, licensing of staff, and state and national child count data.

Each monitoring cycle requires the LEA to submit a variety of data prior to the on-site visit which is analyzed to determine compliance, trends, and the need for additional technical assistance. Technical assistance is provided to the special education staff in each monitored supervisory union. The content is based on the areas of non-compliance discovered during the on-site visit. Corrective Action Plans (CAP) are developed in collaboration with the special education administrator prior to the end of the on-site visit. The Monitoring Team requires 100% compliance from each supervisory union, and corrective actions are required if they do not reach that threshold. The actions provide documentation that indicates how supervisory unions will work toward 100% compliance.

All corrective actions issued by the Monitoring Team will identify compliance issues.

- Specific violation of compliance such as breach of confidentiality, insufficient documentation of student eligibility.
- Required documentation that is not received prior to the close of the on-site visit (e.g. LEA Profile, licensing information, IEP and evaluation checklists, policies, plans and assurances).

In addition to the identification of noncompliance through the monitoring priorities and other areas not related to these priorities described above, the Vermont Department of Education may issue investigative reports to correct noncompliance identified through administrative complaints.

Investigative reports contain specific corrections ordered by the commissioner which are designed to compensate individual students and bring practices of education agencies into compliance with applicable special education regulations. Corrections specify what actions education agencies are to take, what documentation is to be forwarded to the investigator to demonstrate compliance and time frames within which these actions (corrections and documentation) are to be completed. The SEA offers assistance to the education agencies in completing the corrections. Education agencies are invited to contact the investigator for clarification of corrections and expectations if necessary.

A state investigator monitors education agencies' progress toward fulfilling corrections ordered by the commissioner until they are satisfactorily completed. This consists of review of documentation of compliance with corrections, and by the investigator corresponding and conversing with education agency officials, parents/complainants and others regarding corrections and compliance issues. Extensions of time for completion of correction may be granted for good cause. The SEA forwards confirmation of compliance with corrections to education agencies upon completion of all corrections ordered.

If education agencies were to fail to satisfactorily complete ordered corrections, the commissioner may take action up to and including personal communication with education agency officials, additional requirements for corrections and documentation, required technical assistance, SEA providing the correction(s) and deducting/charging cost reimbursement, restricting special education funding, or licensing action against education agency officials.

Baseline Data for FFY 2004 (2004-2005):

Note: For reporting on FFY 2004, Vermont is reporting noncompliance incidents identified during the 2003 - 2004 school year and the percentage of those noncompliance incidents that were corrected within one year of identification.

97.56% or 80 of the 83 cases of noncompliance identified during the 2003-2004 school year were corrected within one year.

50 of the identifications of noncompliance were related to non-priority monitoring areas; 49 of these identifications were corrected within one year of identification.

22 of the identifications of noncompliance were related to priority monitoring areas; 20 of these identifications were corrected within one year of identification.

11 identifications of noncompliance were made through other mechanisms; 11 of these identifications were corrected within one year of identification.

Discussion of Baseline Data:

During the 2003-2004 school year, 11 supervisory unions were monitored in both priority and non-priority monitoring areas. Each supervisory union was required to complete a Corrective Action Plan (CAP) that included a total of seventy-two (72) corrective actions. The corrective actions were collaboratively developed by school staff and the Monitoring Team.

72 corrective actions were issued to the 11 supervisory unions. 50 actions were not based on a monitoring priority indicator. The remaining 22 from 10 supervisory unions were based on one or more priority indicator(s). 20 of the 22 corrective actions (91%) were completed within one year from identification. The remaining 2 corrective actions were not completed within one year from identification. All corrective actions issued during the 2003-2004 school year have now been completed.

The Vermont Department of Education's Monitoring Team has a system in place that tracks the status of each CAP. Thirty days prior to the due date of each corrective action, the supervisory union is contacted and reminded of the agreed upon due date.

During the 2003 - 2004 school year there were an additional 11 findings of noncompliance identified through administrative complaints (described above in "Overview of Issue/Description of Process") that triggered investigative reports containing specific corrections. 11 of the corrective actions were completed as soon as possible and in no case later than one year after the time of identification.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	All identified noncompliance is corrected within one year 100% of the time.
2006 (2006-2007)	All identified noncompliance is corrected within one year 100% of the time.
2007 (2007-2008)	All identified noncompliance is corrected within one year 100% of the time.
2008 (2008-2009)	All identified noncompliance is corrected within one year 100% of the time.
2009 (2009-2010)	All identified noncompliance is corrected within one year 100% of the time.
2010 (2010-2011)	All identified noncompliance is corrected within one year 100% of the time.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> • Research other states' monitoring practices and procedures to develop an outline of Focused Monitoring. • Create Stakeholder group to advise the Vermont Department of Education in the revision of the monitoring process. • Continue to utilize the Special Education Advisory Council to support the Vermont Department of Education in the revision of the monitoring process. • Revise Monitoring Process and Procedures to reflect changes in IDEA 2004. • Revise Monitoring Process and Procedures to reflect the Monitoring Priority Indicators. • Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. • Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. • Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. • Determine additional data sets needed to ensure LEA compliance (may or may not include the monitoring priority indicators). 	<p>Designated Staff Stakeholder input Special Education Advisory Council Data Warehouse NERRC</p>
2006	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. • Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. • Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. 	<p>Designated Staff Stakeholder input Special Education Advisory Council</p>

	<ul style="list-style-type: none"> Identify sanctions and incentives for monitoring supervisory unions. Prepare and disseminate (special education advisory council, stakeholder group, special education administrators and other organizations as deemed appropriate) an annual progress report on compliance of the priority indicators and identify trends. 	
2007	<ul style="list-style-type: none"> Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. Implement sanctions and incentives. Prepare and disseminate (special education advisory council, stakeholder group, special education administrators and other organizations as deemed appropriate) an annual progress report on compliance of the priority indicators, and identify trends. 	Designated Staff Stakeholder input Special Education Advisory Council
2008	<ul style="list-style-type: none"> Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. 	Designated Staff Stakeholder input Special Education Advisory Council

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	<ul style="list-style-type: none"> • Implement sanctions and incentives. • Prepare and disseminate (special education advisory council, stakeholder group, special education administrators and other organizations as deemed appropriate) an annual progress report on compliance of the priority indicators and identify trends. 	
2009	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. • Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. • Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. • Review the implementation of sanctions and incentives to determine if appropriate. • Prepare and disseminate (special education advisory council, stakeholder group, special education administrators and other organizations as deemed appropriate) an annual progress report on compliance of the priority indicators and identify trends. 	Designated Staff Stakeholder input Special Education Advisory Council
2010	<ul style="list-style-type: none"> • Meet with Stakeholder group at least annually to review process and review new data sets to determine the supervisory union selection. • Provide an annual update on the monitoring process and procedures to the Special Education Advisory Council. • Track all corrective actions in each monitored supervisory union based on the Monitoring Priority Indicators to ensure that they are corrected no later than one year from identification. • Track all corrective actions in each monitored supervisory union based on the areas of non compliance (not considered a Monitoring Priority Indicator) to ensure that they are corrected no later than one year from identification. • Provide technical assistance to all special education professional staff on compliance for all monitored supervisory unions. 	Designated Staff Stakeholder input Special Education Advisory Council

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	<ul style="list-style-type: none">• Prepare and disseminate (special education advisory council, stakeholder group, special education administrators and other organizations as deemed appropriate) an annual progress report on compliance of the priority indicators and identify trends.	
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Anyone has the right to file an administrative complaint with the Vermont Commissioner of Education if they believe a child's special education rights have been violated. An organization or a group of parents may also file a complaint if it believes that there are violations affecting a number of children. The Commissioner will appoint Department staff to investigate the complaint, and a decision must be issued within 60 days of receipt of the complaint, unless an extension is granted. A copy of the decision will be forwarded to the complainant and the LEA.

To investigate the complaint, the Department of Education may, but is not required to, conduct an on-site review. The Department also provides an opportunity to present additional information, orally or in writing. Its staff will review all relevant information and make a decision about whether the school district has violated federal or state special education laws. If the administrative complaint is also the subject of a due process hearing, the Department will not investigate any part of the complaint that is being addressed as part of the due process hearing.

To file an administrative complaint, one should write to the Commissioner of Education, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501.

A database managed by a representative of the Vermont Department of Education is used to track signed written complaints, including complaints with reports issued, complaints withdrawn or dismissed and complaints pending and the timelines within which each action was completed. This database also includes tracking data for due process hearings and mediations.

Sources:

Federal Statutory Authority: 20 USC §1221e-3;
Current Federal Regulatory Authority: 34 CFR §300.660; and
State Regulatory Authority: Special Education Rule 2365.1.5

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 20 of 24 or 83.33 percent of signed written complaints with reports issued were resolved within either a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. Table 16.1, taken from Section A of Part B SPP/APR Attachment 4, contains a summary of the data collected for this indicator.

Table 16.1: Signed, Written Complaints, FFY 2004

SECTION A: Signed, written complaints	
Section (1) Signed, written complaints total	29
Section (1.1) Complaints with reports issued	24
(a) Reports with findings	17
(b) Reports within timeline	12
(c) Reports within extended timelines	8
Section (1.2) Complaints withdrawn or dismissed	5
Section (1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

Discussion of Baseline Data:

As shown in Table 16.1, section 1, there were a total of 29 written complaints for FFY 2004. 5 of these complaints were withdrawn or dismissed (shown in section 1.2) and there were no reports pending at the end of the reporting period (shown in section 1.3). There were 24 complaints with reports issued (section 1.1). Of the 24 reports issued with and without findings, 12 were reported within 60 day timelines (1.1b.) while 8 reports were completed within appropriately extended timelines beyond 60 days (1.1c.). The sum of the reports within timelines (1.1b.) and the reports within extended timelines (1.1c.), divided into the total number of complaints with reports issued (1.1) multiplied by 100 provides the figure of 83.33 percent reported in the baseline data section.

The difference between the total number of complaints with reports issued (1.1) and the total number of reports issued within the 60 day timeline or appropriately extended timelines (1.1b. + 1.1c.) is 4. This is the number of reports not issued within the 60-day time line or within an appropriately extended timeline.

Discussions of the steps Vermont will take to improve from resolving over 83 percent of signed written complaints with reports issued within a 60-day or appropriately extended timeline to resolving 100 percent of these complaints within timelines are addressed below, in the improvement activities, timelines and resources section.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.
2006 (2006-2007)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.
2007 (2007-2008)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.
2008 (2008-2009)	Written reports resolving administrative complaints are issued within 60 days 100% of

	the time unless timelines are extended for exceptional circumstances.
2009 (2009-2010)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.
2010 (2010-2011)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> • Research effective models from other states that encourage mediation and reduce the use of administrative complaints. • Meet with special education administrators, family representatives and attorneys representing families and schools to discuss proposed changes to Vermont administrative complaint procedures. • Draft special education rules incorporating changes to administrative complaint procedures. • Initiate rule making, public comment and adoption of special education rules incorporating changes to administrative complaint procedures. • Provide training of educators, hearing officers, and parents on changes in Vermont special education rules including ways by which to draft accurate and concise complaints and responses. • Clarify and limit the scope of “exceptional circumstances.” • Meet with representatives from Vermont Parent Information Center, attorneys and special education administrators to discuss options for improving/expanding the continuum of dispute resolution options, including administrative complaints. • Provide hearing officers with samples of Monitoring Team materials. • Continue quarterly meetings between legal and monitoring teams. • Re-examine the investigative process to study ways of improving the processing of complaints. • Vermont Special Education Advisory Council develops format for annual reporting of LEA progress in meeting state targets • SPP Steering Committee is formed. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials

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2006	<ul style="list-style-type: none"> • Continue to monitor effective models from other states that encourage mediation and reduce the use of administrative complaints. • Analyze FFY 2005 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Continue training of educators, hearing officers, and parents on changes in Vermont special education rules including administrative complaint procedures and other dispute resolution options. • Continue trainings on ways by which to draft accurate and concise complaints and responses. • Continue to clarify and limit the scope of “exceptional circumstances.” • Develop proposal for expanding dispute resolution options and/or trainings. • Revise and disseminate information circulars regarding dispute resolution options. • Continue quarterly meetings of legal and monitoring teams. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice • APR due February 2007 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2007	<ul style="list-style-type: none"> • Continue to monitor effective models from other states that encourage mediation and reduce the use of administrative complaints. • Analyze FFY 2006 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Continue training of educators, hearing officers, and parents on implementation of Vermont special education rules including administrative complaint procedures and other dispute resolution options. • Continue trainings on ways by which to draft accurate and concise complaints and responses. • Continue to clarify and limit the scope of “exceptional circumstances.” • Initiate expansion of dispute resolution continuum with related trainings. • Disseminate information circulars regarding dispute resolution options. • Continue quarterly meetings of legal and monitoring teams. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	<ul style="list-style-type: none"> • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2008 with related public reporting by LEA. 	
2008	<ul style="list-style-type: none"> • Continue to monitor effective models from other states that encourage mediation and reduce the use of administrative complaints. • Analyze FFY 2007 due process hearing, mediation, resolution session and administrative complaint data • Modify targets and activities of SPP as needed. • Continue training of educators, hearing officers, and parents on implementation of Vermont special education rules including administrative complaint procedures and other dispute resolution options. • Continue trainings on ways by which to draft accurate and concise complaints and responses. • Continue to clarify and limit the scope of “exceptional circumstances.” • Disseminate information circulars regarding dispute resolution options. • Continue quarterly meetings of legal and monitoring teams. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice • APR due February 2009 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2009	<ul style="list-style-type: none"> • Continue to monitor effective models from other states that encourage mediation and reduce the use of administrative complaints. • Analyze FFY 2008 due process hearing, mediation, resolution session and administrative complaint data . • Modify targets and activities of SPP as needed. • Continue training of educators, hearing officers, and parents on implementation of Vermont special education rules including administrative complaint procedures and other dispute resolution options. • Continue trainings on ways by which to draft accurate and concise complaints and responses. • Continue to clarify and limit the scope of “exceptional circumstances.” • Disseminate information circulars regarding dispute resolution options. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	<ul style="list-style-type: none"> • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2010 with related public reporting by LEA. 	
2010	<ul style="list-style-type: none"> • Continue to monitor effective models from other states that encourage mediation and reduce the use of administrative complaints. • Analyze FFY 2009 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Continue training of educators, hearing officers, and parents on implementation of Vermont special education rules including administrative complaint procedures and other dispute resolution options. • Continue trainings on ways by which to draft accurate and concise complaints and responses. • Continue to clarify and limit the scope of “exceptional circumstances.” • Disseminate information circulars regarding dispute resolution options. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice • APR due February 2011 with related public reporting by LEA. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator #1

Meetings were held with representatives of attorneys for school districts and families, parents, special education administrators, principals, superintendents and school boards to discuss proposed changes to the due process procedures.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(3.2(a) + 3.2(b))$ divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

A due process hearing is a formal review conducted by a trained, impartial hearing officer appointed by the Vermont Department of Education. After reviewing the evidence provided by the parties, the hearing officer issues written decisions including findings of fact and conclusions of law. The hearing officer decision is a final agency decision.

Parties requesting a due process hearing must file their request with the Commissioner of the Vermont Department of Education within two years of the date the problem occurred or two years from the date the problem was discovered; a 90 day timeframe applies for reimbursement of unilateral placement cases. The Department has a due process complaint request form that is available through contacting the Department, the school district, or the Department's website.

With the addition of the resolution session requirements in the new IDEA, the hearing officers are now contacting parties a few days after the receipt of the complaint for an early status conference. In the early status conference, the hearing officer explains the new resolution session requirement and ascertains whether the parties will meet. If they plan to meet, the hearing officer has the parties confirm the date of the resolution session. If not, the hearing officer either confirms intent to request mediation or waive the resolution session and proceed to hearing. If the parties waive, the hearing officer would confirm the dates for pre-hearing conferences, if any, distribution of 5-day rule materials, the hearing date, and the decision date.

A database managed by a representative of the Vermont Department of Education is used to track fully adjudicated hearing requests, fully adjudicated hearings and those fully adjudicated hearing requests that are resolved without a hearing, and the timelines within each action was completed. This database also includes tracking data for administrative complaints and mediations. For FFY 2006, Vermont is in the process of modifying this database to accommodate tracking of resolution sessions and settlement agreements.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 6 of 6 or 100 percent of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party. Table 17.1, taken from Section C of Part B SPP/APR Attachment 4, contains a summary of the data collected for this indicator.

Table 17.1: Hearing Requests, FFY 2004

SECTION C: Hearing requests	
Section (3) Hearing requests total	38
Section (3.1) Resolution sessions	No FFY 2004 Data
(a) Settlement agreements	No FFY 2004 Data
Section (3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline	1
(b) Decisions within extended timeline	5
Section (3.3) Resolved without a hearing	28

Discussion of Baseline Data:

As shown in Table 17.1, there were a total of 38 written complaints in FFY 2004 (Section 1). There is no data to report in Section 3.1 and 3.1(a) as the resolution session process outlined in IDEA is a new process currently being implemented by Vermont. As this process is implemented, data will be gathered for FFY 2005 and reported in the FFY 2005 APR due February 1, 2007. Of the 6 fully adjudicated hearings held during FFY 2004 (Section 3.2), 1 was reported within the 45-day timeline (3.2a.) and 5 were reported within a properly extended timeline (3.2b.). The sum of 3.2a (1) and 3.2b (5), subtracted from Section 3.2 (6) is zero. There were no fully adjudicated hearing decisions that were issued late. That is, 100 percent of fully adjudicated hearings were fully adjudicated within the 45-day timeline or a properly extended timeline as reported in the baseline data section.

Discussions of the steps Vermont will take to continue to maintain and improve the fully adjudicated due process hearing request system are detailed in the improvement activities, timelines and resources section.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.
2006 (2006-2007)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.
2007 (2007-2008)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.
2008 (2008-2009)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.
2009 (2009-2010)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.

<p>2010 (2010-2011)</p>	<p>Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.</p>
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Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> • Research effective models from other states that encourage mediation and reduce length of hearings. • Meet with special education and other school administrators, family representatives and attorneys representing families and schools to discuss proposed changes to Vermont due process hearing procedures. • Draft special education rules incorporating changes to due process hearing system. • Initiate rule making, public comment and adoption of special education rules incorporating changes to Vermont due process hearing procedures. • Provide training to educators, hearing officers, mediators and family members on changes in Vermont special education rules. • Meet with representatives from Vermont Parent Information Center, attorneys and special education administrators to discuss options for improving/expanding the continuum of dispute resolution options. • Follow-up with hearing officers regarding earlier training on strategies for completing hearings within timelines. • Provide hearing officers with samples of Monitoring Team materials. • Continue quarterly meetings between legal and monitoring teams. • Vermont Special Education Advisory Council develops format for annual reporting of LEA progress in meeting state targets. • SPP Steering Committee is formed. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2006	<ul style="list-style-type: none"> • Analyze FFY 2005 due process hearing, mediation, resolution session and administrative complaint data. • Provide training to educators, hearing officers, mediators and family members on changes in Vermont special education rules. • Develop proposal for expanding dispute resolution options and/or trainings. • Revise and disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Continue quarterly meetings of legal and 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	<ul style="list-style-type: none"> monitoring teams. Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. SPP Steering Committee meets twice. APR due February 2007 with related public reporting by LEA. 	
2007	<ul style="list-style-type: none"> Analyze FFY 2006 due process hearing, mediation, resolution session and administrative complaint data . Provide training to educators, hearing officers, mediators and family members on implementation of Vermont special education rules. Initiate expansion of dispute resolution continuum with related trainings. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers and mediators. Continue quarterly meetings of legal and monitoring teams. Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. SPP Steering Committee meets twice. APR due February 2008 with related public reporting by LEA. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2008	<ul style="list-style-type: none"> Analyze FFY 2007 due process hearing, mediation, resolution session and administrative complaint data. Provide training to educators, hearing officers, mediators and family members on dispute resolution options. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers and mediators. Continue quarterly meetings of legal and monitoring teams. Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. SPP Steering Committee meets twice. APR due February 2009 with related public reporting by LEA. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2009	<ul style="list-style-type: none"> Analyze FFY 2007 due process hearing, mediation, resolution session and administrative complaint data. Provide training to educators, hearing officers, mediators and family members on dispute resolution options. Disseminate information circulars regarding dispute resolution options 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs

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	<ul style="list-style-type: none">• Continue trainings for hearing officers and mediators.• Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions.• SPP Steering Committee meets twice.• APR due February 2010 with related public reporting by LEA.	Meeting space, food, materials
2010	<ul style="list-style-type: none">• .Analyze FFY 2009 due process hearing, mediation, resolution session and administrative complaint data.• Provide training to educators, hearing officers, mediators and family members on dispute resolution options.• Disseminate information circulars regarding dispute resolution options• Continue trainings for hearing officers and mediators.• Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions.• SPP Steering Committee meets twice.• APR due February 2011 with related public reporting by LEA.	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator # 1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

A resolution session is a new provision created under the reauthorized IDEA which provides an opportunity for parents and local education agencies (LEAs) to resolve any issues in a due process complaint so that parents and LEAs can avoid due process hearings and provide immediate benefit to the child.

A database managed by a representative of the Vermont Department of Education is currently used to track fully adjudicated hearing requests, administrative complaints and mediations and the timelines within each of these actions are completed. Beginning in FFY 2005, Vermont modified this database to accommodate tracking of resolution sessions and settlement agreements.

This is a new indicator for FFY 2005; therefore FFY 2005 is the first year that these data have been reported. Measurable and rigorous targets, improvement activities, resources and timelines for improvement are based on these FFY 2005 baseline data.

Baseline Data for FFY 2005:

In FFY 2005, 21 of 38 or 55 percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Table 18.1, taken from Section C. of Table 7, information collection 1820-0677-- "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act"-- for the 2005 - 2006 School Year, contains a summary of those data collected for this indicator.

Table 18.1: Hearing Requests, FFY 2005

SECTION C: Hearing requests	
Section (3) Hearing requests total	58
Section (3.1) Resolution sessions	38
(a) Settlement agreements	21
Section (3.2) Hearings (fully adjudicated)	8
(a) Decisions within timeline	0
(b) Decisions within extended timeline	8
Section (3.3) Resolved without a hearing	49

Discussion of Baseline Data:

As shown in Table 18.1, there were a total of 58 written complaints in FFY 2005 (Section 3). Of the 58 written complaints, 38 resulted in a resolution session (Section 3.1) and 21 of these sessions resulted in settlement agreements (Section 3.1a.).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	This was a new indicator in FFY 2005; therefore no baseline data was available to determine a measurable and rigorous target for this year. Targets have been set beginning in FFY 2006 based on the baseline data from FFY 2005.
2006 (2006-2007)	56% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.
2007 (2007-2008)	57% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.
2008 (2008-2009)	58% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.
2009 (2009-2010)	59% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.
2010 (2010-2011)	60% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.

Improvement Activities/Timelines/Resources:

Note (February 1, 2008 Revision): Improvement activities for this indicator have been added (in bold italics) beginning in FFY 2007 based on analysis of data and outcomes for the 2006 - 2007 school year. This analysis is contained in the FFY 2006 APR submitted to OSEP on February 1, 2008 beginning on page 62.

Timelines FFY	Activities	Resources
2006	<ul style="list-style-type: none"> Analyze FFY 2005 due process, mediation session, resolution session and administrative complaint data. Provide training and technical assistance on changes to Vermont special education rules. Develop proposal for expanding dispute resolution options and/or trainings including training in facilitated IEP meetings. Revise and disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers regarding resolution session requirements 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team

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	<ul style="list-style-type: none"> and best practices. Review resolution session data at quarterly meetings between monitoring and legal teams. Vermont Special Education Advisory Council and SPP Steering Committee review SPP/APR and make recommendations for revisions. 	
2007	<ul style="list-style-type: none"> Analyze FFY 2006 due process, mediation session, resolution session and administrative complaint data. Provide training and technical assistance on changes to Vermont special education rules. Initiate trainings for expanding dispute resolution options and/or trainings including training in facilitated IEP meetings. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers regarding resolution session requirements and best practices. Review resolution session data at quarterly meetings between monitoring and legal teams. Vermont Special Education Advisory Council and SPP Steering Committee review SPP/APR and make recommendations for revisions. Contact special education administrators involved in resolution sessions in FFY 2006 that did not result in settlement agreements; determine why agreements were not reached and; determine what training is needed to increase success in resolving disputes at a resolution session. Training for special education administrators on effective techniques and strategies for dispute resolution. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team</p>
2008	<ul style="list-style-type: none"> Analyze FFY 2007 due process, mediation session, resolution session and administrative complaint data. Provide training and technical assistance to educators, hearing officers, mediators and advocates on dispute resolution options. Initiate trainings for expanded dispute resolution options and/or trainings including training in facilitated IEP meetings. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers regarding resolution session requirements and best practices. Review resolution session data at quarterly meetings between monitoring and legal teams. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team</p>

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	<ul style="list-style-type: none"> Vermont Special Education Advisory Council and SPP Steering Committee review SPP/APR and make recommendations for revisions. 	
2009	<ul style="list-style-type: none"> Analyze FFY 2008 due process, mediation session, resolution session and administrative complaint data. Provide training and technical assistance to educators, hearing officers, mediators and advocates on dispute resolution options. Continue trainings for expanding dispute resolution options and/or trainings including training in facilitated IEP meetings. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers regarding resolution session requirements and best practices. Review resolution session data at quarterly meetings between monitoring and legal teams. Vermont Special Education Advisory Council and SPP Steering Committee review SPP/APR and make recommendations for revisions. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team
2010	<ul style="list-style-type: none"> Analyze FFY 2009 due process, mediation session, resolution session and administrative complaint data. Provide training and technical assistance to educators, hearing officers, mediators and advocates on dispute resolution options. Initiate trainings for expanding dispute resolution options and/or trainings including training in facilitated IEP meetings. Disseminate information circulars regarding dispute resolution options. Continue trainings for hearing officers regarding resolution session requirements and best practices. Review resolution session data at quarterly meetings between monitoring and legal teams. Vermont Special Education Advisory Council and SPP Steering Committee review SPP/APR and make recommendations for revisions. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials BEST Team

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Mediation is a mechanism by which a State or local educational agency and a parent of a child with a disability may resolve a dispute, before or after the filing of a complaint or request for due process. Mediation is a voluntary process that will be used only if both parties to a dispute agree to take part. A mediator's job is to help the opposing parties come to an agreement, not to make decisions for the parties. The parties may end mediation at any time. Agreeing to mediate will not delay or deny access to a due process hearing or any other rights afforded under IDEA. The Department of Education will offer mediation when either the parent or school official asks for a due process hearing, but the parties are not required to accept it. Mediation will be scheduled at a time and place convenient to the parties.

Requests for mediation shall be submitted to the Vermont Department of Education, Special Education Mediation Service (VDE-SEMS), 120 State Street, Montpelier, Vermont 05620-2501. Upon receipt of such request, the Department shall send each parent who requests mediation the Parents' Rights in Special Education Notice and shall send its mediation procedures to the parties to the mediation. The agreement to mediate shall be in writing and signed by all parties.

A trained, impartial mediator who is not an employee of the school district and has no conflict of interest with the situation will conduct the mediation. Mediators shall be knowledgeable in law and regulations relating to the provision of special education and related services. The Vermont Department of Education maintains a list of qualified mediators who are assigned to a case by the Department on a random, rotational basis from the list. A mediator will be assigned to a case by the Department within five days of receipt of a joint written request for mediation or upon receipt of one party's written request and confirmation by the other party or parties. One may bring an advocate, support person and/or family members to the mediation. Either party may bring an attorney to the mediation session. The information that the parties discuss during mediation is confidential. What the parties say during a mediation session cannot be repeated in a subsequent due process hearing or court proceeding. If the parties to a mediation reach an agreement, it will be put in writing and become part of a child's permanent education records.

A database managed by a representative of the Vermont Department of Education is used to track mediation requests, total mediations conducted (including those related and not related to due process), and mediations not held (including pending mediations) and the timelines within each action was completed. This database also includes tracking data for fully adjudicated due process hearings and administrative complaints.

Sources:

Federal Statutory Authority: 20 USC §1415(e);
 Federal Regulatory Authority: 34 CFR §300. 506;
 State Statutory Authority: 12 VSA §2959; and
 State Regulatory Authority: Special Education Rule 2365.1.4

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 16 of 25 or 64 percent of all mediations held resulted in mediation agreements. Table 19.1, taken from Section B of the Part B SPP/APR Attachment 4 contains a summary of the data collected for this indicator. Note that Attachment 4, Section B has been modified for this indicator to show a total for Section 2.1, the total mediations conducted. This modification was required to calculate the percent of mediations held that resulted in mediation agreements per the instructions contained in the Part B Indicator Measurement Table obtained from <http://www.ed.gov/policy/speced/guid/idea/bapr/index.html>. These instructions state that the measurement for this indicator should be: Percent = (2.1(a)(i) + 2.1(b)(i) divided by (2.1) times 100.

Table 19.1: Mediation Requests, FFY 2004

SECTION B: Mediation requests	
Section (2) Mediation requests total	33
Section (2.1) Mediations (Total Conducted)	25
(a) Mediations related to due process	9
(i) Mediation agreements	5
(b) Mediations not related to due process	16
(i) Mediation agreements	11
Section (2.2) Mediations not held (including pending)	8

Discussion of Baseline Data:

As shown in Table 19.1, there were a total of 33 mediation requests (Section 2) and 25 mediations conducted (Section 2.1) during FFY 2004. 8 mediations were not held or pending at the end of the reporting period (Section 2.2). Of the total number of mediations conducted, 9 were related to due process (2.1a.) and 5 of these due process mediations resulted in mediation agreements (2.1a.(i)). Of the 16 mediations conducted that were not related to due process (2.1b.), 11 resulted in mediation agreements (2.1b.(i)).

The sum of the mediation agreements that were and were not related to due process is 16 (2.1a.(i) + 2.1b.(i)). This sum was divided into 25, the total number of mediations conducted (2.1), and then multiplied by 100 to show that 64 percent of mediations held resulted in mediation agreements as reported in the baseline data section.

Measurable and rigorous targets to improve on this number are contained in the next section. Discussions of the steps Vermont will take to meet these targets are detailed in the Improvement Activities, Timelines and Resources section.

Note (February 1, 2007 Revision): The FFY 2005 target (as well as the 2006 - 2010 targets) contained in the FFY 2005 SPP submitted to OSEP on December 1, 2005 contained a clerical error. The original target contained in the FFY 2005 State Performance Plan stated "The percentage of disputes resolved through mediation, resolution sessions and settlement agreements increases by 3%." The target was intended to have addressed mediations only and should have read "The percentage of disputes resolved through mediation increases by 3% to 67%." The inclusion of this additional language was also contained in the targets for FFY 2006 through FFY 2010. The revised FFY 2005 SPP submitted to OSEP on February 1, 2007 contains the corrected targets for FFY 2005

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and for all subsequent years. The corrections are simply the removal of the extra language; the percentage increases in performance have not changed.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Original Target: The percentage of disputes resolved through mediation, resolution sessions and settlement agreements increases by 3%. Corrected Target: The percentage of disputes resolved through mediation increases by 3% to 67%.
2006 (2006-2007)	The percentage of disputes resolved through mediation increases by 3% to 70%.
2007 (2007-2008)	The percentage of disputes resolved through mediation increases by 3% to 73%.
2008 (2008-2009)	The percentage of disputes resolved through mediation increases by 3% to 76%.
2009 (2009-2010)	The percentage of disputes resolved through mediation increases by 3% to 79%.
2010 (2010-2011)	The percentage of disputes resolved through mediation increases by 3% to 82%.

Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
2005	<ul style="list-style-type: none"> Research effective models from other states that encourage mediation and reduce length of hearings. Meet with special education administrators, family representatives and attorneys representing families and schools to discuss proposed changes to Vermont mediation procedures. Draft special education rules incorporating changes to mediation process. Initiate rule making, public comment and adoption of special education rules that incorporate changes to the mediation process. Provide training to educators, hearing officers, mediators and family members on changes in Vermont special education rules Meet with representatives from Vermont Parent Information Center, attorneys and special education administrators to discuss options for improving/expanding the continuum of dispute resolution options. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials

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	<ul style="list-style-type: none"> • Provide hearing officers with samples of Monitoring Team materials. • Continue quarterly meetings between legal and monitoring teams. • Vermont Special Education Advisory Council develops format for annual reporting of LEA progress in meeting state targets. • SPP Steering Committee is formed. 	
2006	<ul style="list-style-type: none"> • Analyze FFY 2005 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Provide training to educators, hearing officers, mediators and family members on changes in Vermont special education rules. • Develop proposal for expanding dispute resolution options and/or trainings. • Revise and disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Continue quarterly meetings of legal and monitoring teams. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2007 with related public reporting by LEA to follow. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2007	<ul style="list-style-type: none"> • Analyze FFY 2006 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Provide training to educators, hearing officers, mediators and family members on implementation of Vermont special education rules. • Initiate expansion of dispute resolution continuum with related trainings. • Disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Continue quarterly meetings of legal and monitoring teams. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2008 with related public reporting by LEA to follow. 	Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials
2008	<ul style="list-style-type: none"> • Analyze FFY 2007 due process hearing, 	Designated staff

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	<p>mediation, resolution session and administrative complaint data .</p> <ul style="list-style-type: none"> • Modify targets and activities of SPP as needed. • Provide training to educators, hearing officers, mediators and family members on dispute resolution options. • Disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Continue quarterly meetings of legal and monitoring teams. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice. • APR due February 2009 with related public reporting by LEA to follow. 	<p>Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2009	<ul style="list-style-type: none"> • Analyze FFY 2007 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Provide training to educators, hearing officers, mediators and family members on dispute resolution options. • Disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice • APR due February 2010 with related public reporting by LEA to follow. 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>
2010	<ul style="list-style-type: none"> • Analyze FFY 2009 due process hearing, mediation, resolution session and administrative complaint data. • Modify targets and activities of SPP as needed. • Provide training to educators, hearing officers, mediators and family members on dispute resolution options. • Disseminate information circulars regarding dispute resolution options. • Continue trainings for hearing officers and mediators. • Vermont Special Education Advisory Council reviews APR and makes recommendations for revisions. • SPP Steering Committee meets twice • APR due February 2011 with related public 	<p>Designated staff Education Data Warehouse State Advisory Council Stakeholder Input Supporting TA&D resources IDEA B Discretionary Grants Available grant monies Printing costs Meeting space, food, materials</p>

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	reporting by LEA to follow.	
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Overview of Issue/Description of System or Process:

Currently, Vermont utilizes a number of different databases across multiple programs to meet its 618 and annual performance reporting requirements.

These databases and the associated collection processes, detailed below, have been standardized by the Vermont Department of Education Data Management and Analysis Team into “Core Data Collections” including collections of student censuses, discipline data, budget data, special education child counts, educator censuses and teacher and staff surveys. These core data collections share many mechanisms to provide for consistent, valid and reliable data:

- The data collection instruments for these collections are designed to be clear and straightforward. Furthermore, they are designed to collect valid and reliable data accurately reflecting practice to the extent that continuously evolving federal reporting requirements allow.
- Data dictionaries are created by data managers and/or program managers in the relevant program areas describing key terms. These dictionaries are provided electronically to LEAs for each data collection.
- Technical assistance and training is available to LEAs from Vermont Department of Education staff. Trainings and technical assistance may be on a case-by-case basis to address individual LEA data collection challenges or may occur in small and large group settings at regional and/or statewide meeting and training events.
- Data submissions through electronic applications used for the core data collections include data definition edits, out-of-range edits and cross-field edits. Vermont Department of Education staff monitors submissions from each LEA to ensure that each LEA is submitting data for these required collections.
- Any potential errors are given back to the submitting LEA for correction or explanation. Before final reports are submitted, anomalous year over year changes are analyzed and discussed with the data provider for explanation.

- Documentation for collecting, reviewing and reporting data exist and are updated as needed by data managers and/or program managers as required.

618 Data; Child Count, Exits and Placements:

To meet 618 reporting requirements for Table 1 (Child Count), Table 4 (Exit) and Table 3, (Environment), Vermont completes counts of students ages 3 through 21 receiving special education and related services on December 1 of each year. Information gathered includes the ages, disabilities, race/ethnicity and settings in which children receive Part B services.

The Child Count collection is completed electronically, with each LEA submitting a CD of their Child Count to the Vermont Department of Education by December 15th of the reporting year ending December 1st. The State of Vermont Data Management and Analysis Team verifies the accuracy of the data from each LEA

618 Data; Discipline:

To meet 618 reporting requirements for Table 5 (Discipline), Vermont gathers information on the disciplinary actions that special education students receive in each school year through the Safe and Healthy School data collection. Information gathered currently includes suspension/expulsion data greater than ten days in a school year for children with disabilities at the LEA level. For FFY 2005, this information will be augmented with race/ethnicity data required to meet future APR reporting requirements detailed in Indicator 4B. of this State Performance Plan.

The Safe and Healthy School data collection is completed electronically, with each LEA utilizing an application throughout the school year to track disciplinary information. At the end of each reporting period, each LEA submits a CD containing discipline information for that period. The State of Vermont Data Management and Analysis Team verifies the accuracy of the data from each LEA then compiles the information into one database (the Safe and Healthy Schools database).

618 Data; Personnel:

To meet 618 reporting requirements for Table 2 (Personnel), Vermont gathers information on the personnel requirements of LEAs through a survey that is required to be completed when service plans for the upcoming school year are due. The survey results are processed and entered into a personnel database that is used in the preparation of Table 2 each November.

618 Data; Assessment:

To meet 618 reporting requirements for Table 6 (Assessment), Vermont's Comprehensive Assessment System (CAS) is used. This system evaluates student performance in the state's schools, based on Vermont's Framework of Standards and Learning Opportunities, with the goal of improving teaching and learning. Beginning with the 2001 school year, the No Child Left Behind Act required Vermont to report performance by subcategories, including gender, major racial/ethnic categories and *students with disabilities*. The CAS database is used to provide the necessary data for the preparation of Table 6 each February.

APR Data:

Graduation and drop out rate data for students receiving special education services (SPP 1 and 2) are gathered as part of the Spring Student Census administered by the Vermont Department of Education Data Management and Analysis Team (DMAT). This process has been described in this report under Indicators 1 and 2.

Assessment proficiency and performance data (SPP 3) are gathered as described above and under SPP Indicator 3.

Suspension and Expulsion data (SPP 4) are gathered as described above and under SPP Indicator 4.

Environment data (SPP 5 and 6) are gathered as described above and under SPP Indicator 5 and 6.

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Data on the improvement of social-emotional skills, knowledge and skills and use of appropriate behaviors data for preschool children with IEPs (SPP 7) will be gathered in FFY 2006 as described under Indicator 7.

Data on parent involvement in improving services for a child receiving special education services (SPP 8) will be gathered in FFY 2006 as described under Indicator 8.

Data on disproportionate representation by race and disability category (SPP 9 and 10) will be gathered in FFY 2006 as described under Indicator 9 and 10.

Data on General Supervision, Part B Child Find, Effective Transition and General Supervision (SPP 11, 12, 13, 14 and 18) will be gathered in FFY 2005 or FFY 2006 as described under the appropriate indicator.

Data on General Supervision Part B (SPP 15, 16, 17 and 19) is gathered as described under the appropriate indicator.

Baseline Data for FFY 2004 (2004-2005):

20a. The Vermont Department of Education state reported data, including 618 data and annual performance reports, are submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports).

20b. The Vermont Department of Education continues to make best efforts to ensure that reported data, including 618 data and Annual Performance Reports, are accurate.

Discussion of Baseline Data:

20a. The Vermont Department of Education has a history of providing on-time IDEA B 618 and APR reporting and will continue to make best efforts to ensure that this continues in the future.

20b. The Vermont Department of Education continues to make best efforts to continuously improve the accuracy of its 618 and APR reported data. A description of ongoing and planned improvement timelines, activities and resources is described in that section.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.
2006 (2006-2007)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.
2007 (2007-2008)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.
2008 (2008-2009)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.
2009 (2009-2010)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.

<p>2010 (2010-2011)</p>	<p>100% of reports are submitted on time, accuracy in reporting and data management is ensured.</p>
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Improvement Activities/Timelines/Resources:

Timelines FFY	Activities	Resources
<p>2005</p>	<ul style="list-style-type: none"> • Complete business process analysis detailing specification, creation, use and ongoing improvement of disparate data collection activities across the Vermont Department of Education. • Identify opportunities for combining data collection activities and standardizing processes. • Identify training methods for LEA SPED administrators to ensure accurate Child Count and other data collections as required. • Identify and implement child identification system for transition for Part C to Part B. • Assess Monitoring Team database for accuracy and usability. • The Vermont Department of Education, as part the Vermont Data Consortium, is implementing an Educational Data Warehouse (EDW) for future reporting. • Train Student Support Team on use of data warehouse for federal reporting. • Assess accuracy of data uploads of Child Count and any other federal reporting data into EDW. 	<p>Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff</p>
<p>2006</p>	<ul style="list-style-type: none"> • Implement appropriate recommendations resulting from business process analysis detailing specification, creation, use and ongoing improvement of disparate data collection activities across the Vermont Department of Education. • Implement training methodology for LEA SPED administrators to ensure accurate Child Count and other data collections as required. • Identify accuracy assurance process for child identification system for transition for Part C to Part B. • Implement accuracy assurance process for Monitoring Team database. • Begin federal reporting utilizing Educational Data Warehouse (EDW). • Continue to build awareness and provide training of Student Support Team on use of data warehouse for federal reporting. • Continue process to ensure accurate data uploads of Child Count and other federal reporting data into EDW. 	<p>Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff</p>

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2007	<ul style="list-style-type: none"> • Continue ongoing improvement of disparate data collection activities across the Vermont Department of Education. • Continue improvement of training methodology for LEA SPED administrators to ensure accurate Child Count and other data collections as required. • Continue to ensure accuracy of child identification system for transition for Part C to Part B. • Implement accuracy assurance process for Monitoring Team database. • Continue federal reporting utilizing Educational Data Warehouse (EDW). • Analyze effectiveness of training of Student Support Team on use of data warehouse for federal reporting. • Continue process to ensure accurate data uploads of Child Count and other federal reporting data into EDW. 	Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff
2008	<ul style="list-style-type: none"> • Continue ongoing improvement of disparate data collection activities across the Vermont Department of Education. • Continue improvement of training methodology for LEA SPED administrators to ensure accurate Child Count and other data collections as required. • Maintain accuracy assurance process for Monitoring Team database. • Continue federal reporting utilizing Educational Data Warehouse (EDW). • Analyze effectiveness of and continue training of Student Support Team on use of data warehouse for federal reporting. • Continue process to ensure accurate data uploads of Child Count and other federal reporting data into EDW. 	Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff
2009	<ul style="list-style-type: none"> • Continue ongoing improvement of disparate data collection activities across the Vermont Department of Education. • Continue improvement of training methodology for LEA SPED administrators to ensure accurate Child Count and other data collections as required. • Maintain accuracy assurance process for Monitoring Team database. • Continue federal reporting utilizing Educational Data Warehouse (EDW). • Analyze effectiveness of and continue training of Student Support Team on use of data warehouse for federal reporting. • Continue process to ensure accurate data uploads of Child Count and other federal reporting data into EDW. 	Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff

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2010	<ul style="list-style-type: none">• Continue ongoing improvement of disparate data collection activities across the Vermont Department of Education.• Continue improvement of training methodology for LEA SPED administrators to ensure accurate Child Count and other data collections as required.• Maintain accuracy assurance process for Monitoring Team database.• Continue federal reporting utilizing Educational Data Warehouse (EDW).• Analyze effectiveness of and continue training of Student Support Team on use of data warehouse for federal reporting.• Continue process to ensure accurate data uploads of Child Count and other federal reporting data into EDW.	Data Management and Analysis Team (DMAT) Designated Staff Student Support Team Data Management Resources EDW Staff
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Attachment 1:

**Report of the Participation and Performance of Students with Disabilities on
State Assessments by Content Area, Grade, and Type of Assessment
“Table 6”**

This table is included in its entirety-- as submitted to the U.S. Department of Education Office of Special Education Programs on February 1, 2009-- beginning on the next page.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: 10/1/2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	664	6357
4	754	6463
5	924	6515
6	919	6546
7	1012	6770
8	1023	7093
HIGH SCHOOL (SPECIFY GRADE:) 11	983	7392

¹At a date as close as possible to the testing date.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	597	420
4	676	498
5	836	619
6	826	574
7	927	652
8	924	623
HIGH SCHOOL : 11	811	479

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	46	0	0	46
4	64	0	0	64
5	69	0	0	69
6	72	0	0	72
7	65	0	0	65
8	69	0	0	69
HIGH SCHOOL : 11	60	0	0	60

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS ² (9)
3	15	0	0	3	3
4	8	0	0	2	4
5	7	0	0	8	4
6	11	0	0	4	6
7	9	0	0	5	6
8	16	0	0	7	7
HIGH SCHOOL : 11	82	0	0	7	23

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

²In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	NECAP	275	156	147	19						597
4	NECAP	363	180	119	14						676
5	NECAP	509	158	152	17						836
6	NECAP	505	174	130	17						826
7	NECAP	606	197	111	13						927
8	NECAP	599	201	115	9						924
HIGH SCHOOL : 11	NECAP	731	60	19	1						811

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

3

¹The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10B is equal the number reported in column 4A

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL ¹	Number of students included Within the NCLB 2% Cap ^{2,3}
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

⁴Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

³Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3	4						10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	PAAGE	30	12	4	0						46	4
4	PAAGE	49	9	6	0						64	6
5	PAAGE	42	20	7	0						69	7
6	PAAGE	44	14	14	0						72	14
7	PAAGE	45	16	4	0						65	4
8	PAAGE	47	15	7	0						69	7
HIGH SCHOOL : 11	PAAGE	40	10	10	0						60	10

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

²The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	597	0	0	46	21	664
4	676	0	0	64	14	754
5	836	0	0	69	19	924
6	826	0	0	72	21	919
7	927	0	0	65	20	1012
8	924	0	0	69	30	1023
HIGH SCHOOL : 11	811	0	0	60	112	983

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

²Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: 10/1/2007

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		664	6343
4		755	6454
5		926	6515
6		916	6538
7		1012	6773
8		1021	7087
HIGH SCHOOL (SPECIFY GRADE:)	11	993	7404

¹At a date as close as possible to the testing date.

TABLE 6
PORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STA
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

VT - VERMONT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	587	404	0
4	675	478	0
5	837	592	0
6	828	555	0
7	930	642	0
8	923	612	0
HIGH SCHOOL : 11	831	496	0

¹Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	46	0	0	46
4	65	0	0	65
5	70	0	0	70
6	72	0	0	72
7	65	0	0	65
8	70	0	0	70
HIGH SCHOOL : 11	60	0	0	60

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS ² (9)
3	24	0	0	4	3
4	9	0	0	2	4
5	8	0	0	7	4
6	8	0	0	3	5
7	8	0	0	1	8
8	15	0	0	6	7
HIGH SCHOOL : 11	72	0	0	8	22

¹Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without thes

²In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	NECAP	279	137	158	13						587
4	NECAP	345	194	125	11						675
5	NECAP	408	265	149	15						837
6	NECAP	391	281	154	2						828
7	NECAP	442	320	165	3						930
8	NECAP	407	326	174	16						923
HIGH SCHOOL : 11	NECAP	431	273	117	10						831

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

3

¹The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: VT - VERMONT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL ¹
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL ¹	Number of students included Within the NCLB 2% Cap ^{2,3}
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

²Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

³Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3	4						10D ROW TOTAL ²	Number of Students Included Within the NCLB 1% Cap ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	PAAGE	28	14	4	0						46	4
4	PAAGE	50	9	6	0						65	6
5	PAAGE	44	20	6	0						70	6
6	PAAGE	43	19	10	0						72	10
7	PAAGE	40	14	11	0						65	11
8	PAAGE	44	15	11	0						70	11
HIGH SCHOOL : 11	PAAGE	34	18	8	0						60	8

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

²The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) ¹	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) ¹	NO VALID SCORE ^{1,2} (11)	TOTAL ^{1,3} (12)
3	587	0	0	46	31	664
4	675	0	0	65	15	755
5	837	0	0	70	19	926
6	828	0	0	72	16	916
7	930	0	0	65	17	1012
8	923	0	0	70	28	1021
HIGH SCHOOL : 11	831	0	0	60	102	993

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

²Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

³Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: VT - VERMONT

Which assessment

Reasons for Exception

[illegible]

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: VT - VERMONT

Which assessment	Grade	Reasons for Exception	Count
Math	3	Transferred out of school.	2
Math	4	Withdrew from school (dropped out, quit).	1
Math	4	Transferred out of school.	3
Math	5	Transferred out of school.	1
Math	5	Enrolled after the first day of testing with no opportunity to test.	1
Math	6	Entered home schooling.	1
Math	6	Transferred out of school.	3
Math	6	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Math	7	Transferred out of school.	2
Math	7	Enrolled after the first day of testing with no opportunity to test.	3
Math	8	Entered home schooling.	2
Math	8	Transferred out of school.	2
Math	8	Enrolled after the first day of testing with no opportunity to test.	1
Math	8	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Math	11	Withdrew from school (dropped out, quit).	9
Math	11	Transferred out of school.	6
Math	11	Enrolled after the first day of testing with no opportunity to test.	1
Math	11	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	4
Reading	3	Transferred out of school.	2
Reading	4	English Language Learner enrolled in US school on or after Oct. 1, 2004 (Reading and Writing only).	1
Reading	4	Transferred out of school.	3
Reading	5	Transferred out of school.	1
Reading	5	Enrolled after the first day of testing with no opportunity to test.	1
Reading	6	Entered home schooling.	1
Reading	6	Transferred out of school.	2
Reading	6	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Reading	7	Entered home schooling.	1
Reading	7	Transferred out of school.	3
Reading	7	Enrolled after the first day of testing with no opportunity to test.	3
Reading	8	Entered home schooling.	2
Reading	8	Transferred out of school.	2
Reading	8	Enrolled after the first day of testing with no opportunity to test.	1
Reading	8	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Reading	11	Withdrew from school (dropped out, quit).	8
Reading	11	Transferred out of school.	6
Reading	11	Enrolled after the first day of testing with no opportunity to test.	1
Reading	11	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	4

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: VT - VERMONT

Which assessment

Discrepancies

[illegible]

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: VT - VERMONT

COMMENTS

Sections A & D, enrollment counts are actually for the testing window, which is for three weeks starting on October 1.

Attachment 2:
Parent Involvement Surveys

The NCSEAM Parent Involvement Surveys utilized for Indicator 8 begin on the next page.



DEPARTMENT OF EDUCATION

Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

JOE SMITH
123 MAIN STREET
Anywhere, VT 12345-6789



May 12, 2008

Dear Parent, Family Member or Guardian,

The Vermont Department of Education has a strong commitment toward meeting the education, social and emotional needs of Vermont students and their families. Continued improvement is important to all of us and we would like you, as our partner in meeting the special needs of your child, to assist us by completing the enclosed annual survey.

Your responses to the survey will let us know how you feel about school's efforts to create meaningful partnerships with you and how you believe they can better meet your child's special needs. If you have more than one child receiving special education services in your household, you will receive a survey for each of those children.

After you have completed the survey, you may place it in the enclosed pre-paid envelope and drop it in the mail. You will notice the return envelope is addressed to an out-of-state survey provider. We utilize this provider to help us efficiently and accurately administer the survey to over 12,000 Vermont households.

Please note that your participation in this survey is completely voluntary and you may skip any items to which you do not want to respond. Please also note that your privacy is very important to us. The individual results of each survey will be kept confidential, as will any information that could personally identify you or your child.

Statewide survey results from the past two school years, 2005 - 2006 and 2006 - 2007, are available on the Vermont Department of Education web site in the document titled: "Part B Annual Performance Report (APR) for FFY 2006 (2006 - 2007)" beginning on page 28. The web site address for this report is: http://education.vermont.gov/new/html/pgm_spced/data_reports_pubs.html

If you have any questions about the survey or results from previous years, please contact Dave Phillips with the Vermont Department of Education Student Support Team at 802-828-5936.

We sincerely appreciate your time and your input. Together, we can make a difference in the lives of our children.

Thank you,

Dave Phillips
Student Support Team
Vermont Department of Education

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Parent Survey - Preschool Special Education



This survey is for parents of students receiving special education services in Vermont. Your responses will help guide efforts by the Vermont Department of Education to improve services and results for children and families.

You may skip any item that does not apply to your or your child.

INSTRUCTIONS

- Please do not fill in this form using a felt tip pen.
- Fill in circle completely: This: ● Not This: ⊗ ✓

For each statement below, please select one of the following response choices:

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

PRESCHOOL SPECIAL EDUCATION PARTNERSHIP EFFORTS AND QUALITY OF SERVICES

I am part of the Individualized Education Plan (IEP) decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My recommendations are included on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's IEP goals are written in a way that I can work on them at home during daily routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's evaluation report was written using words I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preschool special education program involves parents in evaluations of whether preschool special education is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

People from preschool special education, including teachers and other service providers:

- included me in the process of helping my child transition smoothly from early intervention to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- treat me as an equal team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- respect my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- value my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensure that I have fully understood my rights related to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicate regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me options concerning my child's services and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provide me with strategies to deal with my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**PRESCHOOL SPECIAL EDUCATION PARTNERSHIP EFFORTS AND
QUALITY OF SERVICES Continued...**

***People from preschool special education, including teachers and other
service providers:***

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
- give me enough information to know if my child is making progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me information about the approaches they use to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer parents training about preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- explain what options parents have if they disagree with a decision made by the preschool special education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer supports for parents to participate in training workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- connect families with one another for mutual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Age when First Referred to Early Intervention or Special Education:
<input type="radio"/> Under 1 year
<input type="text"/> <input type="text"/> OR Age in Years When First Referred

Thank you for your participation!



Please return the survey in the enclosed postage-paid envelope to:
P.O. Box 958469 Lake Mary, FL 32795-9923

Parent Survey - Special Education Grades K - 12



This survey is for parents of students receiving special education services in Vermont. Your responses will help guide efforts by the Vermont Department of Education to improve services and results for children and families.

You may skip any item that does not apply to your or your child.

INSTRUCTIONS

- Please do not fill in this form using a felt tip pen.
- Fill in circle completely: This: ● Not This: ⊗

For each statement below, please select one of the following response choices:

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS

I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Plan (IEP) meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers and Administrators:

- seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The School:

- has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS Continued...

The School:

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
- offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Age when First Referred
to Early Intervention or Special
Education:

☐ Under 1 year

OR Age in Years
When First Referred

Thank you for your participation!



Please return the survey in the enclosed postage-paid envelope to:
P.O. Box 958469 Lake Mary, FL 32795-9923

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Attachment 3:
Post-Secondary Survey

The Post-Secondary Outcome Survey utilized for Indicator 14 begin on the next page.

Student Support Post-School Survey

Call List For «Call_Assignments» «Complete»



This survey is for former Vermont public school students who received special education services before leaving high school.

Student Name:
Phone:
Age (5/1/07):
Disability:

S.U.:
Exit School:

Contact Attempts
(Date/Time):

Contact Notes:

1.

2.

3.

Respondent Relationship to Student:

Current Employment

1. Right now are you working?

- ☐ NO, GO TO QUESTION #5 ON THE NEXT PAGE →
- ☐ YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB WITH THE MOST HOURS/WEEK

2. Where is the job? – (CHECK ONE OPTION)

- ☐ in an integrated competitive employment setting (where most workers do not have disabilities)
- ☐ in supported employment (paid work in a community with support services)
» Hourly training wage? _____
- ☐ in your home
- ☐ in the military
- ☐ in a jail or prison
- ☐ in sheltered employment (where most workers have disabilities)
- ☐ Other (Specify): _____

3. Are you usually paid at least minimum hourly wage?

- ☐ NO
- ☐ YES

Vermont minimum wage definitions:
\$7.53/Hour for wage earner
\$3.65/Hour for "tip" employees
"Yes" if self-employed.

4. Do you usually work 35 or more hours per week?

- ☐ NO; how many hours does student work? _____
- ☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION 9 ON PAGE **THREE** Page 174

Student Support Post-School Survey

Call List For «Call_Assignments» «Complete»

Previous Employment

5. At any time since leaving high school, *have you ever worked?*

- ☐ NO, GO TO QUESTION #9 ON THE NEXT PAGE →
- ☐ YES, GO TO QUESTIONS #6, #7, #8

6. Describe the job—(if more than one job, describe the one held the longest)—(CHECK ONE OPTION)

- ☐ in an integrated competitive employment setting (where most workers do not have disabilities)
- ☐ in supported employment (paid work in a community with support services)
» Hourly training wage? _____
- ☐ in your home
- ☐ in the military
- ☐ in a jail or prison
- ☐ in sheltered employment (where most workers have disabilities)
- ☐ Other (Specify): _____

7. Are you usually paid at least minimum hourly wage?

- ☐ NO
- ☐ YES

Vermont minimum wage definitions:
\$7.53/Hour for wage earner
\$3.65/Hour for "tip" employees
"Yes" if self-employed.

8. Did you usually work 35 or more hours per week?

- ☐ NO; how many hours did student work? _____
- ☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION 9 ON THE NEXT PAGE →

Student Support Post-School Survey

Call List For «Call_Assignments» «Complete»

Current Postsecondary School

9. Right now, are you enrolled in any type of school, training, or education program?

☐ NO, GO TO QUESTION #12 ON THIS PAGE

☐ YES, GO TO QUESTION #10 & #11

10. Describe the kind of school or training program (CHECK ONE OPTION)

☐ High school completion document or certificate (Adult Basic Education, VT Learning Works, GED)

☐ Short-term education or employment training program (WIA, Job Corps, etc.)

☐ Vocational Technical School—less than a 2-year program

☐ Community or Technical College (2-year college)

☐ College/University (4-year college)

☐ Enrolled in studies while incarcerated

☐ Other (Specify):

11. Are you enrolled full-time (12 credits)?

☐ NO; how many credits enrolled? _____

☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION #15 ON THE NEXT PAGE →

Previous Postsecondary School

12. At any time since leaving high school, have you ever been enrolled in any type of school, training, or education program (if more than one, describe the program enrolled in the longest)?

☐ NO, GO TO QUESTION #15.

☐ YES, GO TO QUESTION #13 AND #14

13. Describe the kind of school or training program (CHECK ONE OPTION)

☐ High school completion document or certificate (Adult Basic Education, VT Learning Works, GED)

☐ Short-term education or employment training program (WIA, Job Corps, etc.)

☐ Vocational Technical School—less than a 2-year program

☐ Community or Technical College (2-year college)

☐ College/University (4-year college)

☐ Enrolled in studies while incarcerated

☐ Other (Specify):

14. Were you enrolled full-time (12 credits)?

☐ NO; how many credits enrolled? _____

☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION #15 ON THE NEXT PAGE →

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Student Support Post-School Survey

Call List For «Call_Assignments» «Complete»

Other Questions

15. Do you have a vocational rehabilitation counselor (DVR/Division of Voc Rehabilitation)?

☐ NO ☐ YES ☐ DON'T KNOW

16. Do you have access to reliable transportation?

☐ NO ☐ YES

17. Do you receive any social benefits (e.g. SSI, SSDI, Medicaid/Medicare)?

☐ NO ☐ YES ☐ DON'T KNOW

SURVEY COMPLETED.

Date Survey Complete: _____ Time: _____

Survey Completed by (SIGN): _____

Survey Comments and Follow-up Activities (if any):

Attachment 4:
Report of Dispute Resolution
2004-05 School Year Data

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	29
(1.1) Complaints with reports issued	24
(a) Reports with findings	17
(b) Reports within timeline	12
(c) Reports within extended timelines	8
(1.2) Complaints withdrawn or dismissed	5
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	33
(2.1) Mediations	
(a) Mediations related to due process	9
(i) Mediation agreements	5
(b) Mediations not related to due process	16
(i) Mediation agreements	11
(2.2) Mediations not held (including pending)	8

SECTION C: Hearing requests	
(3) Hearing requests total	38
(3.1) Resolution sessions	No FFY 2004 Data
(a) Settlement agreements	No FFY 2004 Data
(3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline	1
(b) Decisions within extended timeline	5
(3.3) Resolved without a hearing	28

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	No FFY 2004 Data
(a) Settlement agreements	No FFY 2004 Data
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0